Education-1934

A. and M. Colleges.

Andalusia, Ala., News
March 22, 1934

Naming New Buildings At Normal Schools

Excerpts from Minutes of the State Board of Education, Thursday, April 11, 1929. The State Board of Education met in the governor's office on Thursday morning April 11, 1929, at 9:30 A. M. with the following members present; Dr. D. T. McCall, Jack Thorington, W. L. Lee, L. H. Ellis, R. H. Powell, A. M. Tunstall, J. C. Inzer, A. H. Carmichael, Mrs. W. H. Jeffries, Governor Bibb Graves, Chairman; and R. E. Tidwell, State Superintendent of Education and Executive officer. Mr. L. B. Musgrove was the only member absent.

GOVERNOR GRAVES was asked to retire from the room. Upon his retirement Mr. Carmichael, President Pro Tempore, took the chair. On motion of Superintendent Tidwell, seconded by Mr. Lee, the following resolution was unanimously adopted:

Where, the administration of governor Bibb Graves has been and is along all lines one of the most progressive, if not the most progressive in the history of the state; and

Whereas, under his wise leadership the legislature of 1927 made unusually liberal and greatly needed appropriations for the better equipment and support of every branch of our public school system from lowest to highest; and

Whereas, the people of the state will forever be indebted to him for his able and effective services in the cause of public education; and now

Therefore it be Resolved by the State Board of Education of Alabama:

That, in recognition and appreciation of the signal services rendered the cause of education by governor Bibb Graves, the classroom building to be erected at each of the four State Normal Schools for whites and the A. and M. Institute for negroes, and the dormitory for girls to be erected at the Montgomery State Normal School for negroes, be named the Bibb Graves Hall.

Governor Graves then returned to the room and Mr. Carmichael stated as follows:

Governor Graves:

During your temporary absence from the meeting the board had occasion to consider the wonderful building program for the State Normal schools that is being perfected by the architects and engineers.

We know, and it pleases us to say that you are the most helpful friend education in Alabama has ever had in the governor's office.

The University of Alabama, The Alabama Polytechnic Institute, the Alabama College, the State Normal School for white teachers, the State Normal School for colored teachers, and the great public schools of the state have, by the power of your leadership, been lifted and established in higher and broader fields of usefulness.

The board has heretofore decided that an outstanding school building shall be erected during your administration at each of the State Normal Schools for white teachers at Florence, Troy, Jacksonville and Livingston and at the State Normal Schools for colored teachers at Montgomery, and this morning by a unanimous vote the state board of education of Alabama resolved that each of these buildings shall ben amed for Bobb Graves.

Let them stand forever as memorials to your fidelity and helpfulness and to the cause of education in Alabama and especially to those men and women who are in training for leadership in the schools and colleges of our great state.

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Florida.

Florida College Gaining Recognition for Fine Work

TALLAHASSEE, Fla.—The Florida A. & M. College hospital is one of the thirty-one (31) hospitals meeting the requirements for approval by the American College of Surgeons according to advice received from Dr. Franklin H. Martin, director-general of the college at Chicago.

The official pronouncement of the accrediting of this hospital will be made at the 17th convention of the annual hospital standardization conference of the American College of Surgeons.

Dr. Martin explained that hospital approval depended upon the particular institutions in question meeting certain definite requirements laid down by the American College of Surgeons. These standards include the maintenance of organized medical staffs of ethical, competent physicians, complete medical records, adequate laboratory and x-ray facilities and a thorough review and analysis of the clinical work of the hospital each month to check carefully the professional activities within the hospital, analyze and seek to improve.

The Florida A. and M. College hospital is a 43-bed institution with a resident staff consisting of the director, Dr. L. H. B. Foote, an interne, Dr. E. R. Daniels, and four visiting physicians—Dr. A. O. Campbell, J. R. Bate and W. H. Baker of Tallahassee, and Dr. W. S. Stevens of Quincy, Fla. Three registered nurses—Miss Speaks, Miss Hill and Miss Annie B. Robinson, care for the patients as well as assist in the training of the 21 nurses who are registered in the nurse training and health division of the college.

The hospital is a health center for Leon county and has many features in its annual program such as weekly syphilitic and baby clinics, health examinations for the entire school enrollment of 957 students, an annual medical, dental and pharmaceutical clinic under the auspices of the association bearing the same name and other features conducive to the improvement of the health of people of the State of Florida.

A. and M. Colleges.

CONFERENCE LAND GRANT COLLEGE

Will Be Held at Log Cabin Community

4-9-34

Hancock County, April 16—The second annual meeting of Negro Land Grnat College Presidents will be held at the Log Cabin Community, this county, on Friday and Saturday. The conference on rural life, especially the relation of the rural school to the community, and suggested plans to better the conditions of people in the country will be discussed. Various phases of work being considered by the federal government, such as the Subsistence Homestead program, which is under the direction of Dr. Bruce L. Melvin, will be discussed also.

The following presidents of Land Grant Colleges and visitors will be present at the conference: F. D. Bluford, president, A. and T. College, Greensboro, N. C.; J. R. E. Lee, president, A. and M. College, Tallahassee, Fla.; J. F. Drake, president A. and M. College, Normal, Alabama; Miller F. Whittaker, presiedut A. and M. College, Orangeburg, S. C.; Benj. F. Hubert, president, Georgia State College, Savannah; Ralph W. Bullock, national secretary of Y. M. C. A., New York; John Hope, president of Atlanta University; P. H. Stone, director of Negro Extension Work in Georgia; Alexander Hurse, state agent for Negro Boys Club; Miss Camilla Weems, assistant state Negro Home Demonstration agent; Dr. M. S. Pittman, internatiinal leader in education, New York; Guy Wells, president, State Women's College, Milledgeville; I. Caldwell, representative of the Augusta Herald, Wrens, Ga.; T. W. Brown, county agent, Sandersville; representatives of the Augusta Chronicle, Macon Telegraph, and Sparta Ismaelite, other state and county workers.

Plans are being made for a community entertainment, part of which will be taken over by the county training school chorus which is under the direction of W. Washington. Barbecue will be served to the guests and members of the community.

W. R. Banks Head of Land Gran College Prexies

Protest Raised Agains Paying Hampton Man's Fare.

BODY WON'T PRAISE MORDECAI JOHNSON

Attempt to Bar the AFRO from Banquet Nipped.

Afro-American

WASHINGTON — The conference of presidents of land-grant colleges closed a three-day session here Tuesday night with a business meeting at Howard University, following a dinner given by the deans and administrative officers of Howard University.

W. R. Banks, president of Prairie View College, Prairie View, Texas, was elected president of the organization for the year 1935.

Other officers elected are:

J. F. Drake, president of Alabama Normal College, vice-president; R. B. Atwood, president of Kentucky State College, secretary, and J. S. Clark, president of Southern University, Baton Rouge, La., treasurer.

Members elected to the executive committee are:

J. R. E. Lee, president of Florida A. and M. College, chairman; I. W. Young, president of Langston University, Oklahoma; F. D. Bluford, president of North Carolina A. and T. College; John W. Davis, president of West Virginia State College, and John M. Gandy, president of Virginia State College.

The secretary of the organization reported a balance in the treasury of $252.04. During the year the treasurer had disbursed $369.14. Of that amount, $200 was given to Claude Barnett of Chicago, for research work done for the land-grant colleges; $60 was paid to Prairie View College for printing of programs.

Members Paid Up

Schools whose memberships are up to date are:

Alcorn, Hampton Institute, Southern University, Florida A. and M., State College of Delaware, North Carolina State, South Carolina State, Tennessee State, Prairie View, and Lincoln University (Mo.). The fee for each college is $10 per year for membership.

A protest went up in the meeting room when Secretary Atwood read from his list of disbursements for the current year an item paying Kenneth B. Crooks assistant professor of biology Hampton Instiute, his transportation expenses to and from the conference.

The protest was led by President J .S. Clarke, of Southern University, who told the members that the conference should not go on record as paying transportation for speakers unless they were of unusual ability and had a special message.

Represented President

According to President Atwood Prof. Crooks was invited when Arthur Howe, president of Hampton Institute, whose school is a member of the organization, could not be present.

Prof. Crooks, Mr. Atwood said refused to attend the conference unless the conference agreed to pay his expenses.

Speaking defiantly against paying these expenses, Mr. Clarke said:

"Prof. Crooks hasn't told us anything that will help our colleges. All he did was to put up some Stanford test that is used in eighth and ninth grade schools, and to ask us to set them up as our requirements for college entrance.

Conference Pays Bill

While there was practically unanimous objection to the item the meeting voted to pay the bill since Prof. Crooks was brought to Washington with that understanding. However, the conference voted not to pay the expenses of any more speakers unless they were of unusual ability.

The report of the treasurer was not made because it had not been completed. The president, J. R. E. Lee, ordered the treasurer to report at the next meeting.

The resolutions committee headed by R. S. Grossley, president of State College, Dover, Del. offered resolutions commending the selection and appointment of trained workers in the various branches of governmental activity, and urged that the policy be continued.

Need Research

"In view of the fact that any well-ordered program of development is based upon factual data gathered through scientific research," the committee reported, "we feel keenly the need of the inclusion of a division of research in our land-grant college activities."

The establishment in each of the land-grant colleges of a program of guidance that may not only address itself to entering freshmen, but may extend into the activities of the secondary schools with a view to preparing and selecting students who show promise of pursuing successfully the several courses of study offered in the land-grant colleges, was urged.

Won't Okey Johnson

The conference refused to amend the report of the resolutions' committee, as suggested by the president, Mr. Lee, who asked that the committee draw up a resolution praising the accomplishments of Dr. Mordecai W. Johnson as president of Howard University.

The motion was vigorously opposed by Presidents Gandy, Clark, Davis, and Bluford, who contended that to draw up such a resolution "may give people the impression that we are trying to cover up something.

"We don't want to appear as though we are trying to cover up something," Mr. Bluford said.

Others in opposition expressed the belief that to praise the work Dr. Johnson has done, such as getting new buildings, would be to draw up a resolution for each president of the land-grant colleges, praising him for the new buildings erected under his administration.

"All we need to do is to phrase a resolution expressing our appreciation for the hospitality extended to us during our visit," President Bluford said. The latter suggestion was adopted.

Guests at Luncheon

Prior to the business session, the delegates were the guests at luncheon of President Mordecai W. Johnson, the deans and other administrative officers at the university.

In addressing the conference, Dr. Johnson said:

"I realized when I took over the presidency of Howard University, that I was incompetent for the position. My main interest is in the field of religion. But at that time I felt that any colored man who could get the majority vote of the board of trustees of this institution should accept the appointment.

"My main interest here as president has been to serve the interests of my people. I know I haven't done as well as I might; I realize I have made some errors. For the good I have done I give credit to the wonderful corps of officers and faculty members here who have stuck by me and given me their unstinted co-operation."

Would Bar Reporters

Other remarks at the luncheon were made by Dean of Women Lucy D. Slowe, Dean of the College of Liberal Arts E. P. Davis and officers of the conference.

V. D. Johnston, treasurer of the university, made an attempt to bar an AFRO reporter, who had been invited by J. R. E. Lee, president of the conference, to cover the dinner meeting, from attending the dinner meet. It was only after he conferred with President Lee that he allowed the reporter to enter.

LAND GRANT COLLEGE PRESIDENTS ASK FAIR DIVISION OF U. S. FUNDS

Group Takes Serious View of New Deal Activities And Pledges Support to Education And Relief Program

Washington, Dec.—(A. N. P.)—At their meeting here last week, the presidents of Negro Land-Grant colleges went on record again as favoring a more equitable distribution of federal funds provided for the maintenance and support of the comprehensive program delegated locally and nationally to these institutions in the various states.

In their resolutions, the presidents took serious note of the New Deal program and commended the selection and appointment of trained workers in various branches of governmental activity. Governmenta agencies in support of education and others active to alleviate suffering were pledged support, as well as the National Congress of Parents and Teachers and the National Association of Teachers in Colored Schools.

They recommended the inclusion of a division of research in land-grant college activities and adequate financial support for such work, as well as the establishment of a program of guidance for freshman entering the colleges and prospective high school students.

Colleges.

The New President Of Talladega College

The inauguration of Dr. Buell Gordon Gallagher as president of Talladega College brings to this region a young man who is likely to make his mark as a wise leader in the field of interracial relationships. Judging from the address which Dr. Gallagher delivered at Alabama's liberal arts college for Negroes, one is inclined to feel that this newcomer will exert at Talladega the same high quality of leadership which Dr. Moton has represented at Tuskegee.

There are some major differences between the aims of the institute at Tuskegee and the college at Talladega. Under the influence of Booker T. Washington, the work at Tuskegee has come to be regarded as being mainly concerned with certain types of occupational training. To be sure, the arts are not neglected at Tuskegee. Those who have heard the remarkable performances of the choral organization at Tuskegee would not hesitate to say that the work of the institute in this division of music outstrips anything else of the kind in Alabama.

But it may be said, nevertheless, that Tuskegee has not devoted its efforts mainly to the development of intellectual leaders among the Negro race. Its work, in general, has been of a more elementary character. On the other hand Talladega College has sought to prepare the minds of Negro citizens for political, social and professional leadership. Since its establishment 67 years ago, the liberal arts college at Talladega has played an important part in the education of a number of Negroes who have become distinguished in scholarship. Booker T. Washington's son was a student at Talladega.

In his inaugural address, Dr. Gallagher spoke of his vision of a "prophetic college." By this expression, the new president no doubt means to imply that he will lend his influence to the kind of education which seeks to look into the future and to prepare a leadership to take its place at the head of an evolving civilization. Dr. Gallagher, apparently, is not primarily interested in the training of reformers. "A reformer," he declared, "is one who is generally successful at managing the affairs of everyone except himself."

The state of Alabama should welcome Dr Gallagher to his new work at Talladega. That he is a man only 30 years of age is a matter of less consequence than the fact that he is a man of an extraordinarily fine education and background. A graduate of Carleton College in Minnesota and of the Union Theological Seminary in New York, Dr. Gallagher has studied at the University of London and has been the pastor of the First Congregational Church at Passaic, N. J. It is to be hoped that he will enjoy every cooperation in realizing his dream of "a prophetic college." Alabama, and the South, needs the realization of such dreams.

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Colleges.

Association of Colleges and Secondary Schools for Negro Youth.

PROPOSE ASSOCIATION FOR SOUTHERN NEGRO COLLEGES

Atlanta, Ga., Dec.— (ANP) Educators from all over the South are in attendance upon a meeting here this week at which it is proposed to launch an Association of Colleges and Secondary Schools for Negro Youth in the Southern States." The new organization which is understood to have the approval and financial support of the various foundations interested in Negro education in the South will probably be fashioned somewhat upon the pattern of the Association of Colleges and Secondary Schools of the Southern States. This latter organization which is composed of the white colleges the region, has undertaken to aid Negro Colleges through giving them rating during the past few years. Whether this new body will take over the task of rating the schools of the section was not learned during the early phases of the meeting. The schools represented were those which have been accredited according to recent ratings.

Among those in attendance were Dean Rufus Clement, of Louisville Municipal College, Dr. Floyd W. Rivers, Director of Personnel, Tennessee Valley Authority; J. P. Whittaker, Registrar at Atlanta University; A. A. Taylor, Dean of Fisk University; H. L. Trigg, High School Inspector for North Carolina; W. J. Davenport, Principal Howard High School, Chattanooga, Tennessee; H. L. Allison, Principal Burt High School, Clarksville, Tenn.; V. E. Daniels, Dean of Wiley College; President H. T. McCrorey and Dean T. E. McKinney, of Johnson C. Smith University. One of the outstanding speakers on Secondary School Work was Dr. George L. Carruthers, Dean of the School of Education of the University of Michigan.

D.C.

Education - 1934

Colleges.

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HOWARD UNIVERSITY AWARDS 68 TUITION SCHOLARSHIPS

Washington—(CNS) — An official list of 68 tuition scholarships granted for the year 1934—1935 by Howard has just been made public. The scholarships were awarded on the basis of relative scholastic standing and need. Everyone of the favored students has at least a "B" average and they represent all sections of the United States. Fourteen are high school students and the remainder are Howard University students. The scholarships cover tuition fees amounting to one hundred and fifty ($150.00) dollars for the year.

In addition to these tuition scholarships, Howard University will also award later about fifty (50) work scholarships and one hundred thirty-one (31) FERA scholarships. The work scholarships provide employment on the campus to cover tuition, or board, of the students with good scholastic records. The FERA awards will go to students with good reports who could not otherwise meet their college expenses. They will work on special projects and will receive about Fifteen (15) Dollars a month.

The awards are made on the basis of competitive ranking of all applicants by the Faculty Scholarship Committee.

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General.

Salisbury, N. C., Watchman
June 22, 1934

HELPING NEGRO EDUCATION

Construction is now underway on Dillard University, a $2,000,000 institution for Negroes, in New Orleans. It is to be one of four great centers of education for colored people and represents the merging of three institutions.

Dillard University is named in memory of Dr. James H. Dillard, a white man. who resigned the deanship of Tulane University to devote the last twenty years of his life to the cause of Negro education. It is sponsored by the American Missionory Association of the Congregational Church, the Methodist Church, the Methodist Episcopal Church's Board of Education, the General Education Board and the Rosenwald Fund.

The proper education of Negroes in the United States is somewhat of a problem in the South. where even the white population does not enjoy equal educational facilities with those of other sections. To give to all Negro children a satisfactory education requires the assistance of other people, especially those in other states. where few Negroes live, and who profess admiration and love for the children of former slaves.

In fact, the United States government, now spending vast sums of money for many good causes, could with profit, set aside a considerable amount for the extension of educational facilities for Negroes in the South. The Rosenwald Fund has done much good along this line but the need is great and the field uncrowded.

Average Student Pays $520 a Year at Howard Univ.

Costs Him $393 at Morgan, $380 at Lincoln, $375 at Hampton, $325 at Va.

CHEAPEST COLLEGE IS GEORGIA STATE, $127

Cheyney Normal School Costs More than Colleges.

(AFRO Bureau)

WASHINGTON—

Howard is the most expensive college for students, and Georgia State the cheapest, according to an unpublished survey of the cost of going to college for colored students, prepared by Dr. Walter J. Greenleaf, white, specialist in the U.S. Department of Education, who permitted the AFRO to go over his findings.

The pamphlet is not yet published due to lack of funds, Dr. Greenleaf says. A similar document on white colleges is available, however.

43 Schools Listed

The table below lists 43 schools. with the minimum amount spent last year by a freshman in the first column. In the next column is the amount spent each year by the average older student.

Louisville Municipal College ($450) is second to Howard University ($520). In fact, it costs a freshman a dollar more to go to Louisville.

Morgan ($393) is third in expense, and therefore leads Hampton ($375), Lincoln ($380), Union ($302), Va. State ($325), Tuskegee ($300) and W. Virginia ($300).

Spelman ($350) is the most expensive school for girls.

Cheyney Leads

Cheyney, Pa. ($566), two-year normal school, is most expensive in its class. Studying to enter the ministry costs less than most other professions. It only costs $159 a year for a student in Gammon Theological Seminary in Atlanta.

	Minimum Amt. for Freshmen	Av. Amt. for Older Students.
ALABAMA		
Talladega, C.	340	520
DIST. OF COLUMBIA		
Howard, Private	419	520
FLORIDA		
Bethune Cookman, ME	150	200
A. & M. College, State	184	190
GEORGIA		
St. Industrial, State	102	127
Morehouse, B	295	311
Spelman, B	350	
Payne, CME	235	
KENTUCKY		
St. Ind. Col., State	213	
Louisville Municipal, City	420	450
LOUISIANA		
New Orleans Univ., ME	218	250
South'n U. & A. & M., St.	155	215
Straight, C	120	250
MARYLAND		
Morgan, ME	393	520
MISSISSIPPI		
Tougaloo, C	221	250
NORTH CAROLINA		
Bennett, ME	268	300
Johnson C. Smith, P	284	300
Livingstone, AMEZ	231	260
A. & T., State	301	333
Shaw, B	275	170
PENNSYLVANIA		
Lincoln, P	359	380
TENNESSEE		
Knoxville, P	270	198
TEXAS		
Bishop, B	340	
Tillotson	174	
Wiley, M.E.	300	
VIRGINIA		
Hampton, Private	375	520
Va. State, State	325	520
Union Univ., B	302	520
4-YEAR PROFESSIONAL SCHOOLS		
GEORGIA		
Gammon Theo. Sem, M.E.	159	159
4-YEAR TEACHERS' COLLEGES		
ALABAMA		
State Teachers, State	715	
Tuskegee, Private	269	300
DIST. OF COLUMBIA		
Miner, City $12 "Fees all students pay"		
MISSISSIPPI		
A. & M., B	158	160
OKLAHOMA		
A. & M., State	168	175
SOUTH CAROLINA		
A. & M., State	197	220
TENNESSEE		
A. & T. St. Teachers, St.	166	175
WEST VIRGINIA		
St. Teachers, State	225	300
TWO-YEAR NORMAL		
ALABAMA		
St. A. & M., State	235	
MARYLAND		
Md. Normal, State	153	170
PENNSYLVANIA		
Cheyney, State	356	566
TENNESSEE		
Morristown N. & I., ME	217	225
JUNIOR COLLEGES		
NORTH CAROLINA		
St. Augustine, PE	242	300
TENNESSEE		
LeMoyne, AMA	200	260
TEXAS		
Colored Junior	367	333
Mary Allen Jr., P	170	170
St. Philip, PE	152	162
WEST VIRGINIA		
Storer, B	221	

KEY:
C—Congregationalist
ME—Methodist Episcopal
St—State
B—Baptist
CME—Colored Methodist Episcopal
P—Presbyterian
AMEZ—African Methodist Episcopal Zion
PE—Protestant Episcopal
AMA—American Missionary Association

Average in White Colleges

The expenses of the average freshman in all colored colleges are $260.

In white state collegs, $552 for men, $335 for women. In white private colleges, $1,023. In white church colleges, $642. In white normal schools, $304.

University of Maryland, $600

The expenses of the average freshman for one year in some of the elading white colleges are as follows:

Univ. of Illinois, $600; Purdue, $500; Indiana, $450; Maryland, $600;

Mass. State, $500; Univ. of Mich., $600; Ohio State, $421; Univ. of Va., $585; Yale, $1,300; Amherst, $962;

Harvard, $1,150

Harvard, $1150; Williams, $1300, Princeton, $1093; Smith, $1000; Wellesley, $1300; Radcliffe, $1174; Bryn Mawr, $1300; Vassar, $1500; Univ. Chicago, $975; Johns Hopkins, $950; Boston Univ., $900; Rutgers, $800; Columbia, $1000; Cornell, $1200; Syracuse, $800.

Penn, $1200— Pitt, $725

Oberlin, $659; Univ. of Penn, $1200; Univ. of Pittsburgh, $725; Brown, $1200; Catholic University (D.C.) $882; Depauw, $429; Mass. Institute of Technology, $1200.

Dr. Thomas E. Jones, Fisk U. President, Opens Meeting

By BERT CUMBY

ATLANTA, Ga., Dec. 7.—The meeting of the Proposed Association of Colleges and Secondary Schools for Negro Youth of the Southern Region, opened Wednesday morning, December 5 at Atlanta university.

During the morning session, the Organization Meeting took the lead in opening the conference. The program was as follows: (in part)—(a) Statement by the president of the Association of Colleges for Negro Youth—Thomas E. Moore, president, Fisk university. (b) Report of special committee called to meet in Washington, D. C., May 1-2, 1934, to draft constitution and by-laws for the proposed Association of Colleges and Secondary Schools for Negro Youth of the Southern Region—Dean Rufus E. Clement, Louisville Municipal college, Louisville, Ky.

Appointment of Committees

Address: "The Newer Approach to

the Problem of Accreditment" by Dr. Floyd W. Reeves, director of personnel, Tennessee Valley Authority. At 7:30 Wednesday, December 5, John Hope, president, Atlanta university, presiding. Installation of officers of the Association of Colleges and Secondary Schools for Negroes of the Southern Region; address: "The Problems of Educational Standards in Colleges and Secondary Schools" by George E. Carothers, School of Education, University of Michigan; address: Edwin R. Embree, president Julius Rosenwald fund.

On Thursday, Dec. 6 the program was as follows: (in part); address "Curriculum Construction" by Dr. Doak S. Campbell, director, Research and Curriculum Construction George Peabody College for teachers.

Panel Judy Discussion: (a) Guidance in our colleges. The delegates who took part in this part of the program were: chairman W. T. B. Williams, dean, Tuskegee institute; Leo. M. Favrot, general field agent, General Education board; John M. Gandy, president Virginia State college; Charles S. Johnson, head of the department of Social Science of Fisk university; Arthur Howe, president Hampton institute, Hampton, Va., S. H. Archer, president, Moorehouse college, James P. Brawley, dean, Clark university.

Dr. Frederick Palmer, Department of Physics, Haverford college and Dr. Ambrose Caliver, senior specialist in Education, Washington, D. C. addressed the conference.

Georgia
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Colleges.

MOREHOUSE COLLEGE ANNOUNCES SHORT COURSE FOR MINISTERS

Morehouse College, Atlanta, Ga., Feb. 3 (Special).—For the benefit of ministers and other religious workers who have been denied the advantages of a theological training, Morehouse College will inaugurate a six-weeks course in practical classroom training for religious work during the week of February 5. Under the direction of Dr. Charles D. Hubert, director of the Morehouse School of Religion, and with the assistance of Professors Lloyd O. Lewis and Vinson A. Edwards, daily work in sermon-building, English, public speaking, and rural church problems will be taught. No tuition charge is made for this work.

National Negro Voice

2-3-34

Students will register for the short course on Tuesday, February 6, work will begin on Wednesday, February 7, and continue for six weeks. Classes will convene for three hours daily five days a week.

The purpose of the short course, according to Doctor Hubert, is to instruct ministers of any denomination in the elements of religious work, and to acquaint them with the best literature on Christian religion. Through this training it is hoped that the work of the rural church may be greatly improved.

In addition to the short course, Morehouse College throughout the year provides evening courses three nights a week for ministers. This course has an enrollment this year of 32, principally pastors of local churches. Further opportunity is offered each Saturday night when a course in Sunday School training is given to young people who are engaged in teaching Sunday school classes or in other work with young people. Forty-two persons, including men and women, are enrolled in this course, which is conducted under Doctor Hubert's supervision.

Large Negro institutions in every community should follow the example of Morehouse College.

Marching On, Negro Musical Spectacle to Be Given By Paine Students at Auditorium Here Tonight



The Negro musical spectacle Marching On is ready for presentation at 8:15 o'clock tonight in the Macon auditorium by Paine college (Augusta) singers, local sponsors announced last night.

New Orleans
4-23-34
Negro

The primitive African jungle scene above is an early feature of the show which depicts the rise of the American Negro with the aid of southern white people. Agents said many properties in this scene were brought from Africa and that the costumes and dances are copies of native custom.

The production, written by a member of the faculty of Paine college, one of the outstanding Negro institutions in the country, was first shown about a year ago and is highly praised by critics.

Its local appearance is being sponsored by Rev. Leland Moore, presiding elder of the Macon Methodist district, with the aid of Mayor Herbert I. Smart and a number of other civic and educational leaders in the city.

Admission prices have been set at 25 cents for adults and 10 cents for children 15 years old and under. The performance is open to both Negroes and white persons.

Though Paine college is a Negro institution, all of its presidents have been white educational leaders. Dr. W. F. Quillian, former president of Wesleyan college, is a former president of the Augusta institution.

Telegraph
4-23-34

Negro College Head Speaks Here Sunday

Special programs will be given at the Cherokee Heights Baptist church at both morning and night worship services Sunday, Rev. James R. Webb, pastor, said yesterday.

Dr. E. C. Peters, president of Paine college of Augusta, will preach at 11:30 a.m., and the Paine singers, Negro male quartet from the college, will sing. Dr. Peters is en route to the general Methodist conference in Jackson, Miss.; the Negro quartet will sing at the conference.

On Sunday night at 8 o'clock, the young people of the church will present a special program, Mrs. E. B. Durham is director of the young people of the church.

Macon
4-23-34

Page Paine College Draws Huge Audience

"Marching On" Depicts Rise of Colored Man In America

JACKSON, Miss., May—In connection with the meeting here of the General Conference of the Methodist Episcopal Church, South, an audience of 4,000 last week witnessed with keen appreciation the musical spectacle, "Marching On," presented by fifty students and teachers from Paine College, Augusta, Ga.

Journal
1-29-34

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Journal
4-9-34

STUDENTS OF PAINE AT ME. MEET

World

50 Present 'Marching On', Religious Spectacle, at Jackson, Miss.

Birmingham

PERFORMANCE APPRAISED

A cast of fifty students and teachers accompanied by President and Mrs. E. C. Peters of Paine college, Augusta, traveled to Jackson, Miss., to present before one of the sessions of the general conference of the Methodist Episcopal church, South, the musical spectacle Marching On. En route to Jackson presentations were given in Macon and Columbus, Ga.

This beautiful spectacle was written by Miss Emma C. W. Gray, head of the English department of Paine college, and depicts the rise and development of the American Negro. It has been acclaimed by critics as the equal in dramatic power to Green Pastures and the rival in beauty to Heaven Bound.

In Macon and Columbus the programs ere of a civic nature and the arrangements committees were composed of leading white and colored people in these cities. In Macon the Municipal Auditorium of about 4,000. It was entirely played hears was provided for this performance filled an hour before by Herbert I. Smart, Mayor of the time scheduled for the program to begin Macon. A crowd of about 3,500 and between 3,000 and 4,000 people people witnessed this performance many of whom had driven a hundred miles to see the performance, as given at the Municipal auditorium which has a seating capacity

In Jackson the performance were denied admission. Not only the large numbers in attendance but the interest dis-

of the cast and to the excellent coaching ability of Miss Gray and her associates at Paine college.

Georgia
6

Education-1934

Colleges.

MOREHOUSE COLLEGE ANNOUNCES SHORT COURSE FOR MINISTERS

Morehouse College, Atlanta, Ga., Feb. 3 (Special).—For the benefit of ministers and other religious workers who have been denied the advantages of a theological training, Morehouse College will inaugurate a six-weeks course in practical classroom training for religious work during the week of February 5. Under the direction of Dr. Charles D. Hubert, director of the Morehouse School of Religion, and with the assistance of Professors Lloyd O. Lewis and Vinson A. Edwards, daily work in sermon-building, English, public speaking, and rural church problems will be taught. No tuition charge is made for this work.

Students will register for the short course on Tuesday, February 6, work will begin on Wednesday, February 7, and continue for six weeks. Classes will convene for three hours daily five days a week.

The purpose of the short course, according to Doctor Hubert, is to instruct ministers of any denomination in the elements of religious work, and to acquaint them with the best literature on Christian religion. Through this training it is hoped that the work of the rural church may be greatly improved.

In addition to the short course, Morehouse College throughout the year provides evening courses three nights a week for ministers. This course has an enrollment this year of 32, principally pastors of local churches. Further opportunity is offered each Saturday night when a course in Sunday School training is given to young people who are engaged in teaching Sunday school classes or in other work with young people. Forty-two persons, including men and women, are enrolled in this course, which is conducted under Doctor Hubert's supervision.

Large Negro institutions in every community should follow the example of Morehouse College.

Marching On, Negro Musical Spectacle to Be Given By Paine Students at Auditorium Here Tonight



The Negro musical spectacle Marching On is ready for presentation at 8:15 o'clock tonight in the Macon auditorium by Paine college Augusta) singers, local sponsors announced last night.

The primitive African jungle scene above is an early feature of the show which depicts the rise of the American Negro with the aid of southern white people. Agents said many properties in this scene were brought from Africa and that the costumes and dances are copies of native custom.

The production, written by a member of the faculty of Paine college, one of the outstanding Negro institutions in the country, was first shown about a year ago and is highly praised by critics.

Its local appearance is being sponsored by Rev. Leland Moore, presiding elder of the Macon Methodist district, with the aid of Mayor Herbert I. Smart and a number of other civic and educational leaders in the city.

Admission prices have been set at 25 cents for adults and 10 cents for children 15 years old and under. The performance is open to both Negroes and white persons.

Though Paine college is a Negro institution, all of its presidents have been white educational leaders. Dr. W. F. Quillian, former president of Wesleyan college, is a former president of the Augusta institution.

Negro College Head Speaks Here Sunday

Special programs will be given at the Cherokee Heights Baptist church at both morning and night worship services Sunday, Rev. James R. Webb, pastor, said yesterday.

Dr. E. C. Peters, president of Paine college of Augusta, will preach at 11:30 a.m., and the Paine singers, Negro male quartet from the college, will sing. Dr. Peters is en route to the general Methodist conference in Jackson, Miss.; the Negro quartet will sing at the conference.

On Sunday night at 8 o'clock, the young people of the church will present a special program. Mrs. E. B. Durham is director of the young people of the church.

Page Paine College Draws Huge Audience

"Marching On" Depicts Rise of Colored Man In America

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Enroute to Jackson the spectacle was presented before an interracial audience of 3,500 in the city auditorium at Macon, and before a similar audience of 1,200 people at Columbus.

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Atlanta, Ga. Georgian
May 23, 1934

$600,000 for $25,000

Atlanta Asked to Contribute to Morehouse College.

At the edge of Atlanta are three nationally famous colleges—Morehouse College for men, Spelman College for women and Atlanta University, the graduate school. Their students are negroes. Sixty-two per cent of them are from Georgia. Ninety-two per cent are from Southern States. Seventy per cent of the graduates enter the field of teaching or the ministry.

Atlanta knows little about the Atlanta University System, as the group of three colleges is called. It knows little because it never has been asked to contribute to its support. The money has come from the East—and spent in the channels of Atlanta trade.

Within the past fifty years more than eight million dollars of "outside money" contributed to these schools has been spent mostly in Atlanta. They are spending a half-million dollars a year now. In addition to that, the students are spending more than $100,000 a year besides their college fees.

Yet in fifty years LESS THAN $10,000 has been given by white citizens of Atlanta toward the college plants and endowment funds.

She is being asked now to give just $25,000—to gain $600,000. Twenty-four for one.

The General Education Board of New York after a careful survey has offered to give $300,000 to the endowment fund of Morehouse College if the college will raise an equal amount.

Only $25,000 of the fund is lacking. Workers of the college already have raised $275,000 through gifts of negroes, foundations and others outside Georgia. Negroes themselves have given $35,000 of the amount.

If the white citizens of Atlanta will contribute $25,000, the $600,000 endowment fund is assured.

Surely a city which has given lavishly to white institutions of education, which boasts of being a great educational center, will not need to be urged twice to give a mere $25,000.

Preston S. Arkwright heads a committee of prominent Atlantans who have undertaken to raise that amount. Their task should quickly and easily be completed.

Charlotte, N. C., Presbyterian
May 10, 1934

PAINE COLLEGE PAGEANT

Striking Feature of General Conference Program of M. E. Church

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The party was accompanied to Jackson by President and Mrs. E. C. Peters. Paine College is one of the South's best known institutions, is an interracial project, sponsored jointly by the M. E. Church, South, and the C. M. E. Church.

Augusta, Ga.

The reception given the performance was generous beyond all expectations. The auditorium, seating 4,000, was filled to capacity long before the opening of the program, and the doors were closed against a crowd of 4,000 more who were unable to gain admittance. There were many requests for a second showing, but this was impossible, due to a lack of time.

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Dare to be true: nothing can need a lie.

Education - 1935 [4?]

Colleges.

International Student Congress Against War and Fascism.

2 NEGROES OFF WITH ANTI-WAR DELEGATES

Two Negro delegates are among the American delegation to the International Student Congress Against War and Fascism which is to be held at Brussels, Belgium, on December 29. The delegation left on the Ss. Olympic on December 22 (last Saturday).

The Negro students were elected by student groups at Howard University. One of them is Carlton B. Goodlett, who represents the entire student body, having been endorsed by the student council of the school.

Education - 1934

Colleges.

Louisiana

REVIEW
Riverhead, N.Y.
JUN 14 1934

HELPING NEGRO EDUCATION

Construction is now underway on Dillard University, a $2,000,000 institution for Negroes, in New Orleans. It is to be one of four great centers of education for colored people and represents the merging of three institutions.

Dillard University is named in memory of Dr. James H. Dillard, a white man, who resigned the deanship of Tulane University to devote the last twenty years of his life to the cause of Negro education. It is sponsored by the American Missionary Association of the Congregational Church, the Methodist Episcopal Church's Board of Education, the General Education Board and the Rosenwald Fund.

The proper education of Negroes in the United States is somewhat of a problem in the South, where even the white population does not enjoy equal educational facilities with those of other sections. To give to all Negro children a satisfactory education requires the assistance of other people, especially those in other states, where few Negroes live, and who profess admiration and love for the children of former slaves.

In fact, the United States government, now spending vast sums of money for many good causes, could with profit, set aside a considerable amount for the extension of educational facilities for Negroes in the South. The Rosenwald Fund has done much good along this line but the need is great and the field uncrowded.

New Orleans, La., Item
October 3, 1934

Southern University Gets Grade A Rating

With an enrollment of 700 students, an increase of $10,000 a year in its operating revenues and 14 additional faculty members, Southern university, at Scotlandville, near Baton Rouge, has attained a rating of Grade A among Southern Negro colleges, according to announcement today by J. S. Clark, president of the school. The 1934 enrollment at the school is the largest in its history, President Clark said.

Education — 1934

Maryland.

Colleges.

Group of Ten to Study University Needs of the State

Judge Soper of U. S. Circuit Court of Appeals Is Named Chairman.

MD. BEHIND OTHER STATES, SAYS NICE

Gov-.elect Cites Pledge Made During Campaign.

BALTIMORE.—
(Photos Inside)

Appointment of a commission to make an intensive study of the university needs of the colored citizens of Maryland, was announced late Thursday by Governor-elect Harry W. Nice.

This is Mr. Nice's first step towards redeeming his campaign pledge to make university education available to colored students who are shut out of the college, law and medical schools of the University of Maryland.

of the colored schools.

Ten on Body

The commission which will report its findings to the General Assembly in 1937, includes the following members:

Judge Morris A. Soper, member of the United States Circuit Court of Appeals, chairman;

Dr. William Rosenan, rabbi of the Eutaw Place Temple.

Dr. Morris S. [illegible]zaron, Rabbi of the Baltimore Hebrew Congregation Temple.

Dr. David A. Robertson, president of Goucher College;

Dr. Arthur K. Lovejoy, member of the faculty of the Johns Hopkins University.

Prof. Ivan McDougle, professor at Goucher College;

Carl J. Murphy, president of the Afro-American Company.

John W. Haywood, dean of Morgan College;

Dr. Francis M. Wood, director of the Colored Schools of Baltimore;

William A. C. Hughes, Jr., attorney at law;

Dr. B. M. Rhetta, physician.

Main Function

Mr. Nice stipulates quite clearly that the main function of the body is to study the problem of higher education for colored youth and gives the state a veiled slap for its failure in the past to measure up to the standards set by other Southern States and Delaware.

The governor's complete statement follows:

"Maryland is one of the few states, among the Southern States, which has failed to provide higher educational facilities for the youth of the colored race.

"Virginia, North Carolina, South Carolina, and even our neighboring State of Delaware have for years maintained institutions of the dignity of universities, dedicated to the higher education of colored boys and girls, while Maryland has no public institution which affords the members of the colored race the educational opportunities granted by it to other groups of our people.

Cites Pledge

"The Republican party has pledged itself to the remedy of this deficiency in our scheme of education. I am sure that the citizens of Maryland will realize that the colored people of the state have ever most cheerfully borne their proportion of our tax burdens, that the colored race has its problems of social service, business and commercial activities, many of which, in my opinion could be the better handled by members of their own group, provided the facilities were given them, for the education of their children along the lines of legal, medical, business, commercial and social service training. In this viewpoint, I believe I am supported by all the right-thinking people of Maryland.

Morgan Hampered

"Morgan College, a privately-conducted institution, which has been functioning since 1867, and ever the subject of consideration by philanthropists throughout the United States, has necessarily been limited and hampered by lack of sufficient support from the State of Maryland.

"Its graduates are leaders in colored communal life throughout the United States, and it has been furnishing for years the bulk of the colored teaching faculty in the colored public schools of Maryland, and with but slight cost to the State of Maryland.

"It is now recognized as one of the leading intermediary colored schools of learning in the United States, and the opportunity presented to the State of Maryland at this time, through state aid, to remedy the deficiency in education of colored youth through expansion of this magnificent institution of learning, should not be lost.

"I, of course, appreciate that this entire matter presents problems which are justly regarded as intricate and involved. They must not be approached with undue haste if the important object is to be accomplished. Study and survey by men familiar with the subject is required. They must have the time and facilities to study every angle of the problem.

"I am supported in this belief by informed and enlightened persons with whom I have recently discussed the matter all of whom advise the appointment of a commission to make an intensive survey of the proposition and to report to the General Assembly of 1937.

"This will give them plenty of time in which to completely cover the subject. The commission other than an executive secretary will serve without compensation, and the following gentlemen, selected from both races, have consented to serve.

"The personnel of the commission assures a diligent and careful survey of the topic. I shall put in the budget a recommendation for the compensation agreed upon by this commission for the payment of an executive secretary and necessary expenses, all of which will prove trivial compared with the great good it is hoped the commission will accomplish."

Education-1934

National Association of College Women.

Colleges.

WASHINGTON IS GOAL OF COLLEGE WOMEN IN 1935

Recent Meeting At Atlanta Well Attended

ATLANTA, Ga.—The eleventh annual convention of the National Association of College Women which closed here Monday, April 2, was attended by delegates from all sections of the country; from New York to Louisiana, from St. Louis to the eastern coast.

The organization which numbers 23 branches throughout the country, was cordially received in the city of colleges, and by the Atlanta Branch of the National Association of College Women.

The high spots of the convention included a luncheon meeting at which Miss Lucy D. Slowe, dean of women, Howard University, Washington, D. C., and Miss Florence Reed, president, Spelman University, Atlanta, Ga., were the chief speakers. In her masterly way, Miss Slowe was convincing in her treatment of the subject, "Training for Civic Responsibility." President Read pointed out the fact that imitation and artificiality are among the "Lures of Education" and warned youth against them.

Symposium Interesting

No less interesting was the student-symposium in which representatives from Atlanta University, Clark University, Morehouse College, Morris Brown College, Spelman College and the Atlanta School of Social Work, took part.

The subject "Students' Reaction to Present Day Education," was presented in a most vital way. Mrs. Lillian Alexander, New York, the chairman of the group, showed skill in summarizing the high points of the discussion. Outstanding was the contribution which Mrs. Estella Brewer Brooks, professor of English at Clark University, made in suggesting "New Frontiers for College Women."

The large audience at the final public meeting heard Mrs. Vivian Johnson Cook, national president of the organization, discuss guidance as one means by which the association plans to meet the issues of the day. Mrs. Cook's subject was "The N. A. C. W. Faces a Changing World."

Reverend John C. Wright was inspiring in his address "The Negro College Woman in the New Social Order." He stressed the necessity of training college women in home-making and child rearing and pointed out the fact that much depends on such training. The organization will hold its twelfth annual meeting in Washington, D. C., in 1935.

Education - 1934

Colleges.

National Conference of Students.

National Student Council Closes

Black Hospitals

8-23-34

CHICAGO, Ill., Aug. 23.—(A N P)—Public exercises featured the close of the National Conference of Students held here, when Dean William Pickens addressed an open meeting Sunday evening at the Y. M. C. A. on the subject: "Youth's Contribution to Tomorrow's World." During the course of the address Dean Pickens urged youth to maintain self-confidence, cultivate enthusiasm in connection with their various pursuits in spite of obstacles, whether they be on account of racial identity, or otherwise. The veteran author and scholar called upon youth to throw off the fads and frills connected with our present social order and give conscientious attention to the practical problems of life. A capacity audience was present to hear Dean Pickens.

During the first four days of the Conference, the sessions of which were held at the Good Shepherd Congregational church, the following speakers also addressed the confab: Dr. Channing H. Tobias, senior secretary, National Council Y. M. C. A., New York City, whose subject was "The Place of the College Man and Woman in the Community"; Prof. Paul H. Douglas of the University of Chicago, who spoke on "What the New Deal Is Trying to Accomplish"; President H. C. Thenholm of the Alabama State Teachers college, Montgomery, Ala., who dealt with "Education for Living in the Modern Age"; Prof. Leonard S. Cottrell of the University of Chicago, whose subject was "The Prediction of Adjustments in Marriage"; and Dean William Pickens, who also spoke at the Illinois Host House of A Century of Progress on the subject, "A Century of Progress of the Negro Race."

Group discussions on social, political, economic, industrial and religious questions were participated in by representatives from many different sections of the United States as well as many chicagoans, among whom were the following: Radcliffe Woolford, Baltimore, Md. H. W. Bright, Atlanta, Ga.; Georgia M. Dipeolu, St. Paul, Minn.; Mary Francis, Champaign, Ill.; O. M. Collins, Alcorn, Miss.; G. R. Tomlin, Amarillo, Texas; Charles Fisher, Medford, Mass.; C. H. Johnson, Wilberforce, Ohio; J. Howell Atwood, Galesburg, Ill.; C. Lafayette Lee, White Plains, N. Y.; Jean Brooks, Muskogee, Okla.; Blondo Thomas, Jackson, Tenn.; Josephine Johnson, Elkins, W. Va.; Goldie Taylor Collins, Alcorn, Miss.; H. C. Phillips, Roosevelt A. Barker, Mame Mason Higgins, Howard D. Gould, Mary R. Smith, Dr. M. O. Bousfield, Atty. Bindley C. Cyrus, Dr. Arthur Falls, Lewis Caldwell, William Turk, Ruth Griggs, Atty. Irvin Mollison, Andrew Paschal, Dr. J. W. Nicholson, Rev. A. L. Scott, Ulysses S. Keys, George R. Arthur and Harriet Glover.

Colleges.

MIXED STUDENT GROUP WOULD SHOCK TERRELL

(Exclusively to the AFRO)

NEW YORK.—The Middle Atlantic region of the National Student Federation in three-day session here, went on record as being opposed to compulsory R.O.T.C. in American colleges.

None was in favor of abolishing it altogether, the majority voting that it should be made optional.

The argument that the more one trains for war the more he becomes opposed to it was popular argumen for the dissenting side.

Howard University through its two delegates, Kelly Goodwin and Carl on B. Goodlett, voted with the prevailing side.

Would Shock Terrell

No color line greets delegates here which is the striking difference between this conference and the one held in Washington last December.

The two Howard delegates as well as Kenneth Clark, student editor and an AFRO reporter were welcomed to the luncheon and other functions.

This conference would be no place for Representative George B. Terrell (D.) Texas, who declared he "neither eats nor sleeps with Negroes," as the Howard delegations are doing both.

Student Funds

The discussion whether students should control their own funds was opened by Goodwin of Howard University. He favored the allocation of student funds by local student government.

His viewpoint was adopted by the federation when it voted that the federation go on record as favoring the allocation of student fees by local student government.

The Howard delegates took an active part in the Tuesday morning session held at Washington Square College of New York University.

Oppose Censorship

Monday night, the federation went on record as opposing the student council censorship of student publications in American colleges. The Howard delegation voted with the prevailing side.

This discussion was the most heated one carried on so far. In view of the fact that the student publication at Howard has been discontinued because of censorship by the university treasury, the Howard delegates were in the middle of the argument against any outside interference.

Freedom for Minorities

"If we are to maintain our American Democracy it is of the utmost importance that we maintain freedom in our educational institutions," Dr. Harry Woodring Chase, white, chancellor of New York University, told delegates at a luncheon at New York University, Tuesday. Continuing, he said: "In this modern world we can't be efficient unless we maintain freedom for the minority groups, press and speech. We must instill in our students the art of handling a free system in a cooperative way," he said.

Dr. Chase is from North Carolina and was introduced by John Long, white, president of the federation, who also is from North Carolina.

A resolution protesting the House Restaurant discrimination in Washington was adopted on Wednesday and copies ordered sent to Representative Thomas L. Blanton of Texas, and Representative Lindsay C. Warren, of North Carolina, who expressed themselves as opposed to having colored persons served.

The delegates refused to intercede in the case of Ishmael Flory, dismissed Fisk University graduate student, as requested by the National Student League.

it was suggested that instead "observers" might be sent to the convention scheduled for next December in Washington.

Chattanooga, Tenn. Times
February 24, 1934

L.S.U. STUDENT COUNCIL TO BACK UP 'COLOR LINE

BATON ROUGE, La., Feb. 23 (AP).—Louisiana State university students tonight considered withdrawal from the National Student federation unless a separate organization is established for Negro students.

Drawing the color line after ardent discussion, the university student council voted, 4 to 2, for withdrawal if the condition imposed should not be met, on recommendation of delegates to the federation's next convention, who complained that Negroes attended the convention functions.

The delegates said official representation was not important anyway, and

NEW SOUTH SPEAKS.

It was the stentorian voice of the New South that spoke when the student council at Louisiana State University, Baton Rouge, by a two-third majority rescinded a recommendation previously passed that the university withdraw from the National Student Federation because of the latter organization's policy of admitting Negroes to membership. Thomas Neblett, assistant to the dean of the graduate school, is quoted as saying: "This action on the part of the council was momentous, and without a doubt exemplifies the awakening of today's college students to the necessity for clearheaded thinking."

One of the most vigorous opponents to the withdrawal of the university from the National Student Federation on racial grounds was the college paper, which protested editorially: "In the eyes of the Southerner imbued with old-fashioned ideas ostracizing the Negro from any educational or cultural advancement, this resolution may appear proper. But in the eyes of the thinking student, the entire move of the student council is nothing short of ridiculous."

A clash between the races in Louisiana or a lynching would have rated large headlines in the daily and Negro press of the country. But little, if any, space has been given by the majority of publications to this highly significant and 100 per cent American position taken by the forward thinking young people of the State of Louisiana, who radically disagree with "the Southerner imbued with old-fashioned ideas of the Negro question," and who do not hesitate to unequivocally tell the world that they view with favor the Negro's advancement along educational and cultural lines.

To have disassociated themselves from the National Student Association would have been a case of "biting off your nose to spite your face." Neither the association nor the Negro members would have sustained injury by such precipitate action. And as it aptly has been said by the editors of the college paper published at Louisiana State University, in the eyes of the thinking student the entire move would have been regarded as nothing short of ridiculous.

More and more, education and liberality are winning over ignorance and bigotry throughout the Southland. Those who insist in turning back the pages of history and living in the past rather than in the present are making their last stand. Their complete rout is without a doubt exemplifies the awakening of today's college students to the necessity for clearheaded thinking.

The progressiveness displayed by the students of Louisiana State University does more to promote National unity in the United States and to discourage radicalism than all the speeches of politicians who, to promote their selfish interests, preach Nationalism and practice sectionalism and provincialism.

Education - 1934

North Carolina

Colleges.

Raleigh, N. C., News & Observer
April 7, 1934

PLAYS BY NEGROES OFFERED AT FESTIVAL

St. Augustine's, Shaw and Bennett Groups Give Performances

Chapel Hill, April 6.—Fifteen years ago when Paul Green wrote "White Dresses," a tragedy of color, the Carolina Playmakers did not produce it. No less a person than Archibald Henderson advised Prof. Frederick Koch that it should not be attempted at the University.

It was produced Wednesday evening for the first time in Chapel Hill, not by the Playmakers but by St. Augustine's College of Raleigh, as a guest performance for the Carolina Dramatic Association, which is holding its 11th annual tournament here this week.

Two other plays on the bill which gave for the first time in Chapel Hill a complete evening's entertainment of Negro plays presented by Negroes. "The Broken Banjo" was presented by Bennett College, Greensboro. Another Paul Green play "The Man who Died at 12 O'clock," was presented by Shaw University, Raleigh.

Paul Green, playwright, was present at Wednesday evening's entertainment. In a short curtain speech he spoke of the Negro race as possessing the imagination necessary to great art. He spoke of the rising interest of the Negro himself in the lore of his race and suggested that perhaps the next important advance in American drama would be made by the Negro.

Rocky Mount, N. C., Telegram
April 5, 1934

200 PARTICIPATE IN U. N. C. EVENT

Forty Dramatic Organizations Will Have Representation in Chapel Hill

Chapel Hill, April 5.—With near two hundred participants, representing some 40 dramatic organizations, in Chapel Hill for the finals of the eleventh annual Dramatic Festival and Tournament opening officially in the Playmakers theatre this afternoon at 2 o'clock, the university community is a-buzz with all the necessary ingredients of folk drama, authors, ideas, and actors.

Yesterday evening three Negro colleges, Shaw university and St. Augustine college of Raleigh, and Bennett college of Greensboro, gave guest performances of three Negro plays. This marked the first time in history of the festival that an entire evening's entertainment was provided by Negroes.

This afternoon at 2 o'clock the festival proper will open with the presentation of an original play by Wakelon school, Zebulon. "You're Going to Lose Your Gal" by James Bunn.

At 2:30 p. m., the final contest in play production of the county high schools schedules performances by Spring Hope, Junior Community players of Durham, Tabor, Whiteville, and the winner from some morning preliminaries.

At 7:30 p. m. come the final contests in play production of the Little Theatres, with the Durham Community Players Lenoir Little Theatre, Reidsville Little Theatre, The Sandhills Little Theatre, the Hendersonville Theatre Guild and the Thalian association of Wilmington, participating.

The festival continues through Saturday. Friday's program includes the address of welcome by Professor Frederick Koch, a "Dramatic Clinic" analyzing the original play's growing pains, querying "What Would Father Say" and expounding ailment and remedies. There'll be a guest play given by The Male High school of Louisville, Ky., under the direction of Bobby Wunch.

Following a two hour luncheon at Carolina Inn, where more than food will be served, at 2 p. m., the final contest in play production of the city high schools will open. Participating are Lenoir High School, Southern Pines and the winner from a Friday morning preliminary.

Greensboro, N. C., News
April 20, 1934

Palmer Memorial Institute Dedicates New Dormitory

Leading Educators of Both Races Attend Exercises At Sedalia—President Woolley, of Holyoke, Speaks. Dr. Frank Graham Presides.

Leading educators from many parts of North Carolina and other sections of the country were present at Palmer Memorial institute, Sedalia, Friday afternoon for the exercises dedicating the new Charles William Eliot hall, a dormitory for boys.

The dedicatory address was delivered by Dr. Mary E. Woolley, president of Mount Holyoke college, South Hadley, Mass., who took for her theme the life of Dr. Charles W. Eliot, late former president of Harvard university and for whom the new dormitory is named.

The program, divided into two parts, the first of which was held in Wellesley chapel, opened at 2:30 o'clock with Dr. Frank P. Graham, president of the University of North Carolina, and a trustee of Palmer Memorial institute, presiding. The second part was held at the new building with Col. Frank P. Hobgood, of Greensboro, chairman of the board of trustees, presiding.

Dr. Graham, who was presented as the presiding officer by Dr. Charlotte Hawkins Brown, president of the institute and one of its founders 33 years ago, gave some of the high lights of the history of the institute, which, he said, has brought the light of the north and the light of the south together on the negro. He asserted that President Brown has been leading not only her own people but the people of both races in fine understanding.

Dr. Graham mentioned the services of Colonel Hobgood to Palmer Memorial over a period of years and referred to Mrs. O. W. Bright, of New York, a co-founder of the institution who has maintained a country estate in the Sedalia community for more than 30 years. He presented Mrs. Leslie R. Rounds, of New York, a trustee of the school and graduate of Mount Holyoke college, who introduced the principal speaker of the occasion.

"Charles W. Eliot, Enlarger of the Common Life," was Dr. Woolley's subject. "Every time a building on a college campus is given the name of some great man or woman truly 'great' in personality and character," she asserted, "a long step is taken toward the development of personality and character in the coming generation."

The speaker said it was significant that the new Palmer Memorial building should be dedicated at this time, within a month of the celebration of the 100th birthday of Dr. Eliot, when many wise words are being said about him.

"No human being," said Dr. Woolley, "can become an enlarger of the common life without first enlarging his own life." This, she asserted, Dr. Eliot did, "but the road by which he traveled to attain his goal, is not closed to any of us."

"It was, first of all, the road of hard work, concentration, continuous, undaunted, persevering. * * * Nothing, if worthy of consideration, was too small to receive his undivided attention."

Dr. Eliot was an enlarger of the common life because he had within himself the principle of growth. "He never stood still," she said, was never "content with what he had already achieved."

Dr. Eliot was described as "a very cultivated man, cultivated in speech, cultivated in manner, cultivated in taste," qualities which, she asserted, "are not beyond any of us." She referred to his love for music, his deep religious character and his intelligent views on public matters. The speaker concluded her address with the hope that "the very name of this building may carry with it courage and vision to inspire all who came within ts doors to work for the enlargement of the common life."

Dr. Graham spoke of the services that Dr. Brown had rendered humanity and said her life was an example of what Dr. Woolley had referred to.

The second part of the program opened at the Charles William Eliot hall with Colonel Hobgood presiding. Caro Hawkins, niece of Dr. Brown, unveiled a portrait of Dr. Eliot that hung from the portico of the building. She took the place that was designed for Charles William Eliot, 3d.

Colonel Hobgood presented Dr. Samuel A. Eliot, of Boston, Mass., son of the late Harvard president, who spoke briefly on "My Inheritance." He told of his distinguished father's interest in Palmer Memorial institute, of his appreciation of Dr. Brown's persistence and of his belief in the merits of an education for head and heart and hand alike. He believed, said Dr Eliot, that education should mean not so much information as inspiration; not facts and rules but insight and foresight, growth and power.

Colonel Hobgood received the building as chairman of the board of trustees.

The program opened with an academic procession led by Dr. Woolley and Dr. Brown, followed by Chairman Hobgood and President Graham President Reed, of Spelman college and a Mount Holyoke woman," Dr. James H. Dillard, Dr. Channing H. Tobias, Rev. W. Eugene Smith, with the presidents of the following colleges in line: Guilford, Elon, A. and T., Bennett, St. Augustine, Woman's college, Livingstone, and Shaw university, and a score of other educators in academic costume representing the leading universities in America.

The Greensboro chapter of the American association of University Women attended in a body and were given special seats.

Music by Palmer Memorial musicians was an enjoyable feature of the day's program.

CHARLOTTE, N. C.
NEWS

JUN 18 1934

CORRESPONDENT THINKS NEW DEAL IS IN ORDER AT JOHNSON C. SMITH.

Sir:

It is quite commendable to the Negro race to have an educational institution such as Johnson C. Smith in the city of Charlotte.

The university is doing much toward the education of the Negro.

The advantages offered by the institution at the present are great, yet the institution is in position to offer bigger and greater advantages to its people.

Johnson C. Smith university is rated as a million dollar school or institution for Negroes.

Any institution, corporation or business in the million dollar class could and should have unlimited advantages for a depressed people in its immediate community. There are men and women of good character with a future who desire to enter school at Johnson C. Smith university but present economic conditions make it difficult for them to comply with the financial requirement of the institution.

An institution for Negroes with a million dollars behind it could and should act as a guiding star and should be looked upon with love and pride by every Negro in Charlotte and elsewhere.

Yet there are thousands of Negroes living in Charlotte who are not aware of the fact that Johnson C. Smith university is even here.

There must be a cause or why the influence of this institution is only felt in a small measure among Negroes of Charlotte and the surrounding community. Perhaps the leadership in and around the institution needs to be revolutionized as all other things seem to be undergoing a change and until the leaders pause and recognize this fact they will probably continue laboring under the wrong impression of the New Deal.

The leaders and instructors of

the school are people of good character, doing fairly good work in the institution, but could be of far greater service in the city of Charlotte and the community as a whole.

Perhaps it's an old rule or custom to say that the purpose of the school is thus and so. Certain restrictions were put upon gifts or financial donations by the givers, who probably mentioned that their donations be used according to the terms of their will. Now the school is only to be co-educational in part, and the financial requirement of this institution is so much and no less for students, etc.

If it is necessary for countries, governments and business corporations to engage themselves into an exploitation of new ideas it might be wise for the officials of Johnson C. Smith to review the economic condition or situation regarding Negro people.

Any school such as Johnson C. Smith and others with a million dollars behind them should tune in with the New Deal.

NEW DEAL.

Charlotte.

CHARLOTTE, N. C.
OBSERVER

SEP 14 1934

NEGRO EDUCATOR HONORED.

Affairs of the Johnson C. Smith University, known as Biddle University at the time DR. MCCROREY took charge as president, had not run a smooth course. White instructors were employed though these did not understand the characteristics of the negroes as white Southerners might have understood them. There were dissentions and quarrelings, but all of this disappeared after DR. MCCROREY came upon the scene. He has managed the affairs of the institution with signal ability and has proved an executive of fine qualifications. The people of Charlotte, familiar with the good work he has been doing, will be united in acclamation of the honor that has come to him in election as member of the Board of Christian Education of the Northern Presbyterian Church, which by the way, has made notable departure in selection of a member of the negro race to serve with it. The Board will find in the person of this colored educator a member capable of rendering substantial service and service most intelligently applied.

BARBER-SCOTIA COLLEGE GIVEN CLASS "A" RATING BY SOUTHERN ASSOCIATION

The Southern Association of Colleges and Secondary Schools at their annual meeting in Atlanta, December 5, voted Barber-Scotia Junior College Class "A" rating.

Barber-Scotia was reorganized and affiliated with Johnson C. Smith University in March, 1932. A complete change of personnel followed the reorganization when a faculty composed of Negroes was placed in charge.

Building on the splendid foundation laid by former administrations the institution is witnessing a phenomenal growth. Since September, 1932, the enrollment has doubled itself. A splendid type of young womanhood carefully selected constitutes the student body and already Barber-Scotia graduates are leading classes in the Junior and Senior years of outstanding colleges.

The physical plant is being completely reconditioned. Improvements to date include general offices done over and re-appointed, new floors, new stairways, new floor and seating arangement in the chapel, enlarged class rooms, new lighting arrangements, new slate top on buildings, new dining room brought from basement to the ground floor; and as the crowning piece of improvement the institution has greatly enlarged and beautified the library and added more than five thousand volumes. Loyal alumnae are making substantial contributions to these improvements.

Education-1934

Colleges.

Oklahoma

~~What About~~ Langston?

With inaugural day drawing near, and many important changes due to be made in the various branches of government, there is apparently no effort being made in an organized way to present the Negro viewpoint to the new governor. Just this week we saw a petition in the hands of an individual who seeks an important post as head of one of the state institutions. We presume that all of the other positions are being sought in the same secret manner. Nothing is being done in the open, and when the time comes for the determination of grave and momentous questions regarding which all are concerned, there is going to be much wailing and gnashing of teeth.

This, of course, was to be expected. With a half dozen aspirants for every position in the state, it is safe to say that there will be little organization required among those who have the ear of the incoming governor. Each little clique wants to work from here on out as individualists.

Speaking with especial reference to Langston university, the Black Dispatch wants to say that the Alumni should immediately take steps to carry before the governor their notions regarding their alma mater. Already efforts are being made by the present administration to build political bridges across which to cross to continuation in office. Trips are being made across the state and student concerts are being given for the benefit of legislators who will later be asked to thwart the will of the alumni.

Only by a continuation of the organized front maintained during the past year will victory be obtained by the alumni. Langston university needs to be given a higher rating. This can only be accomplished by cleaning out the old regime and establishing an entirely new order. The governor-elect has promised these changes. It is up to the Alumni to state in so many words just how the changes should be ~~made~~.

Education–1934
Colleges.

Oklahoma.

Oil Discovered At Door of Langston University, Okla.

By JESSE O. THOMAS

OKLAHOMA CITY, Okla.—(ANP)—An oil vein has been discovered within a hundred yards of the northwestern corner of Langston University. There seems to be no question that the vein will extend through the property of the institution. The administrator has already leased some 160 of the 400 acres of land and is willing to lease the remaining 240 acres if and when the promoters offer a sufficiently attractive proposition.

It is the hope of President Young that enough oil will be discovered on the property of the university to justify the oil industry in taking control of both land and buildings, thereby making it profitable and desirable for Langston to acquire a new site and build one of the most modern land grant colleges that money and skill can erect.

Langston has one thousand students from seven states. It has fifty-one teachers.

South Carolina.

Education - 1934

Colleges.

Columbia, S. C. State
January 13, 1934

DOUBT WISDOM OF COLLEGE MOVE

Heads of Institutions Comment on Governor's Suggestion.

Doubt as to the advisability of Governor Blackwood's college coordination plan was expressed yesterday by the heads of two of the four institutions involved.

The governor in his annual message to the legislature Thursday proposed that the university, Winthrop, The Citadel and the Medical college be combined into "the University of South Carolina" with one board of trustees.

The presidents of two of the institutions, Dr. L. T. Baker of the university and Gen. Charles P. Summerall of The Citadel, said they had no comment to make upon the proposal.

General Summerall explained:

"I regret I cannot discuss legislation."

Dr. J. P. Kinard, president of Winthrop, and Dr. Robert Wilson, dean of the Medical college, however, expressed apprehension for the success of the plan.

Doctor Kinard said:

"In my opinion, to go into the plan with no more light than we have at present as to its desirability would hurt Winthrop college more than it would help."

Doctor Wilson held the "advisability of a consolidation which does not include all of the colleges is very doubtful."

Governor Blackwood had explained he did not include Clemson and the State Negro college because of "certain factors," but that when "these impediments are removed they should be included in the consolidation."

Florence, S. C., News
July 29, 1934

Auditor Checking Up On Colleges

COLUMBIA, S. C., July 28—(AP)—The annual audit of state institutions is well underway, J. M. Smith, state auditor, said here, and its picture of financial conditons will be laid before the state budget commission.

Audits of Clemson college, Winthrop college, and the University of South Carolina have been completed this summer and a check of affairs at the state hospital is progressing.

Within the next month or so, Smith said, auditors will go over the books of The Citadel, the Medical college, state penitentiary and State Negro college at Orangeburg. There are to be reported to the state budget commission with audits of all state departments before the 1935 legislative session.

The auditor said his reports, covering the fiscal period ended July 1, would be made directly to the commission this year under an act of the legislature.

Education-1934

Colleges

Tennessee.

FISK UNIVERSITY TRAINING SCHOOL TO OPEN NOV. 21

afro and Independent

Religious Workers Will Get Valuable Instruction Under Able Teachers

10-19-34 Nashville Tenn.

Arrangements were made at a meeting of the executive committee during the past week for the opening of the Fisk Community training school for religious workers on the evening of Wednesday, Nov. 21 at 8 o'clock. A very inspiring program has been planned. The opening exercises as well as the school work each week will take place in the chemistry building.

The school has been in operation for seven years. In practically every church may be found some student or graduate. The school is undenominational and numbers among its student roster pupils from all the churches.

The committee has selected a very fine faculty and an excellent group of subjects for the first term. The outlook for an increased enrollment and fine work is anticipated.

The executive committee is composed of the Rev. W. J. Faulkner, college minister; the Rev. T. M. Brumfield, Dr. C. F. Vanhorn, and W. H. Shackleford, secretary and dean.

President Smiles as Fisk Univ. Choir Sings Spirituals

25,000 Gather for Reception by Fisk, Meharry and State.

Afro-American

FLOWERS PRESENTED TO THE FIRST LADY

11-24-34

Prepare Elaborate Setting for 15-Minute Visit.

Baltimore Md.

NASHVILLE (ANP)—Twenty-five thousand persons who had waited two hours for the occasion, stood in silence on the Jubilee Hall campus at Fisk University, Saturday, and watched the famous smile of President Roosevelt as he and Mrs. Roosevelt listened to a program of spirituals by the Fisk choir.

Both the President and the first lady seemed deeply impressed, during the fifteen minutes of their visit, with the reception prepared for them by Nashville's three universities.

Hall Decorated

Bleachers had been constructed on the campus to hold all of the representatives of Fisk, Meharry and State College. The hall itself had been decorated with flags, bunting, and a large picture of the President.

An amplifying system had also been installed. The bleachers, the oval, and Seventeenth Avenue for blocks were all packed and jammed with admirers. Into such a scene as this, the Presidential party was ushered by a police escort.

Flowers Presented to First Lady

After the presentation of Presidents Jones of Fisk, Hale of State College, and Mullowney of Meharry to the President by S. L. Smith of the Rosenwald Fund and many flowers for Mrs. Roosevelt, the Fisk choir, its members attired in their vestments, began its rendition of spirituals and a number from Palestria, which closed their contribution because of the lateness of the hour.

Immediately followed a spiritual by the entire State College student body.

As the national anthem resounded to the skies from the throats of thousands, the Presidential party wound its way back out of the campus on its way to the station to close the President's visit to Nashville.

The President did not speak, but his infectious smile and his wave of greeting seemed to have been directed to every member of the huge throng gathered to pay homage to their national leader.

PRESIDENT ROOSEVELT AT FISK

National Baptist Voice

Saturday morning, November 17, President Franklin Delano Roosevelt came to the Fisk University campus and greeted several thousand students of Meharry Medical College, A. and I. State College, and an unnumbered multitude of Negro citizens. The President's visit to Fisk lasted longer than any other place in Nashville.

11-24-34

As democratic as any of his famous principles, the crowds who gathered about his car were restricted to neither ages nor color, creeds nor beliefs. Babies in arms, students, congressmen and politicians, society ladies and plain everyday people—all were out to see him.

Nashville, Tenn.

As the chief of the nation entered the compus with hat waving in the air, Negro students returned greetings in silence, with heads bared.

Dr. Thomas Elsa Jones, president of Fisk University, welcomed the President after Dr. John J. Mullowney, president of Meharry Medical College; President W. J. Hale of A. and I. State College, and the Honorable J. C. Napier had been introduced.

"We welcome you not only as the President of the United States, but for what you have done and are doing for the Negro. We love you because of your great humanitarian spirit, a lover of mankind. All we can say is God bless you and keep you in good health," Dr. Jones said, and expressed regret that the President could not see the colleges represented. "But," he said, "you see the students."

The Mozart Society of Fisk rendered three or four Negro spirituals and the A. and I. State College group sang, "Hand Me Down the Silver Trumpet, Gabriel," requested by the President.

The presence of James Ford, Negro communist leader, made some of us nervous. Now, we Southern "handkerchief-head Negroes," as Carl Murphy of the Baltimore Afro sometimes labels us, know how to put on a good show for big white people. We know how to look satisfied and contented even though our very souls are burning inside.

James Ford was not at Fisk University to cheer the football team on home coming day, nor to whoop up President Roosevelt who represents a capitalistic society.

This writer expected Ford to rise unceremoniously and remind the President that less than one hundred yards away a Negro boy was lynched and nothing was done about it.

As the Presidential car pulled away with the shouts of the most beautiful group of human beings in the world etched in the memories of our leaders of state, James Ford, jumped from his seat, unfurled a banner with this inscription: "Do something for the Scottsboro Boys!"

As the editor looked over that large group of Negroes he saw Doctors of Philosophy, research scholars, scientists, writers, poets, executives, wealthy Negroes, football stars, and fraternity brothers galore.

There was only one courageous Negro: James Ford.

The President Smiles

Afro-American

White visiting Fisk University this week, President Franklin D. Roosevelt is reported to have smiled broadly while the Fiskites sang spirituals.

The President had good cause to smile. There is little to fear from spiritual-singing colored folk, who think the only way to entertain visiting dignitaries is to vocally remind them of the days of slavery.

12-1-34

This always causes a mental flashback in the mind of a person of the opposite race which says: "When you remember where you were and see where you have come you ought to be satisfied." He then proceeds to do nothing about the race question.

Baltimore Md.

Though he smiled at the yodeling Fiskites, last week President Roosevelt refused to see a delegation of broad-minded persons of both races, who sought his good offices on the Scottsboro case. These people wanted to talk, not sing, and wanted to talk about a case that has been a cancer on the American body politic for nearly four years.

The next time a delegation wishes to get the Presidential ear on serious matters of race adjustment they would do well to march to the White House entrance singing, "Nobody Knows de Trubble I've Seen." When they get inside they can change their tune.

Spirituals should be used for more serious purposes than merely to tickle the funny bones of white folks.

Meharry Medical College Has Twenty-four Students On FERA Scholarships

The November report of the Tennessee FERA to Harry L. Hopkins, Administrator of Federal Emergency Relief, shows 24 colored men have been able to pursue their professional studies through the FERA student-aid program at Meharry Medical College.

Seventeen of these students would have been unable to continue their sophomore, Junior and senior work without this emergency government aid. Seven of those benefited entered college for the first time this fall.

This educational policy of the FERA which is now under way at over a thousand institutions of higher learning in every State, is giving 40,000 students, regardless of race, creed or color, the financial assistance which enables them to stay in college.

The 24 colored students, according to G. W. Claridge, treasurer of Meharry, are assigned to intramural college work projects. Four are assigned to clerical and office work; two to library and museum; seven as laboratory assistants; six

Death is the gate to endless joy yet we hate to see our loved

Education - 1934
Colleges.

Texas.

REVISION OF THE CURRICULUM IS CENTRAL THEME

4-21-34
Houston, Texas

Austin.—Presidents of Negro colleges in Texas and other educational leaders interested in Negro education in Texas gathered here Thursday of last week in the chapel of Samuel Huston College, with President Grannum of Samuel Huston in the chair, in the absence of President R. B. Smith of Mary Allen Junior College, who is also the retiring president of the association of college presidents.

The general theme of the conference was curriculum revision, and some of the college presidents discussing the question were: Dr. M. W. Dogan, president of Wiley College, Dr. A. S. Jackson, president of Paul Quinn College, Prof. J. J. Rhoads, president of Bishop College, Prof. W. R. Banks, principal of Prairie View State College, Miss Mary E. Branch, president of Tillotson College for Women, Prof. Grannum of Samuel Huston College, and Prof. R. B. Smith, president of Mary Allen Junior College.

Superintendent L. A. Woods of the Texas department of education, and Prof. Gordon Worley, director of Negro schools, Dr. Fred C. Ayer of the University of Texas, and Dr. Holmes of the M. E. Board of Education were present and took part in the discussions.

Officers elected for the ensuing year were, Principal W. R. Banks, president; President R. B. Smith, vice president, and Dean M. L. Harris, secretary.

Prairie View Coll[illegible] Given Class 'A' Rating

PRAIRIE VIEW.—Prairie View State Normal and Industrial college has been given a class A rating by the Southern Association of Colleges and Secondary Schools. This information sent to Principal W. R. Banks in a telegram from Nashville by Fred McCuiston, special agent of the association, as follows:

"Congratulation. Southern Association voted Prairie View State college class A rating."

Prairie View State Normal and Industrial college is the largest Negro Land Grant college in the United States and is the one and only state institution for Negroes in Texas. Besides the practical trades and industries, the college offers courses leading to the bachelor of science degree in the divisions of agriculture, arts and sciences, home economics and mechanic arts.

The class A rating by the Southern Association places the college on par with the leading colleges and universities and is greeted with interest and satisfaction by the Alumni and the people of Texas at large.

Education - 1934
Colleges.

Virginia
3

Va. Seminary Controversy Quieting Down

Journal and Guide

8-4-34

Norfolk, Va.

College Will Open In September With Dr. Powell As Head

SAYS CHIEF TRUSTEE

Reason For Delay of Formal Acceptance Is Explained

(Special to Journal and Guide)

RICHMOND, Va. — Virginia Seminary and College, recently the center of a controversy recently over the selection of a successor to former President Vernon S. Johns, will open September 12 with Dr. W. H. R. Powell, noted Philadelphia minister, as president.

This was the gist of a statement issued this week by Dr. C. C. Scott, of Richmond, chairman of the college's trustee board and a prominent pastor and missionary executive. He released his statement after a meeting attended on July 24 by five of the eight members of the board of control named by the trustees.

Those attending this meeting were: Dr. Scott and the Revs. A. L. James, Roanoke; P. L. Harvey, Lynchburg; J. H. Shelton,, Lynchburg; and C. N. Hawks, Danville.

Explains Dr. Powell's Stand

It was explained in the statement that the failure to announce definitely the acceptance of the presidency by Dr. Powell was due to the board's failure to send him a written contract, thereby enabling him to accept formally and in writing. A written contract will be forwarded at once, Dr. Scott said.

The moot question of the manner of voting and the failure of the chairman to cast two telegraphic votes at the June 20 meeting of the trustees in Washington was explained and defended by Dr. Scott. He declares he has the highest regard for the Rev. M. C. Allen, of Franklin, an unsuccessful candidate or the presidency.

"The truth is," he said, "the vote stood 16-19, and if the other two (telegraphic) votes had been counted, Dr. Powell would still be elected by one vote. . . . Since Dr. Powell has been eected, for the sake of the institution, why not give him a chance?"

The text of the statement issued over his signature as chairman of the Seminary board of trustees by Dr. Scott follows:

"Of the eight members of the Board of Control Virginia Seminary and College, five met Tuesday, July 24: Reverends A. L. James, P. L. Harvey, J. H. Shelton, C. N. Hawks, and C. C Scott for the purpose of perfecting some plans for opening our school.

"According to this Board, the school opens this fall, September 12, for registration. Knowing that our president-elect will not be back at that time, and in keeping with a suggestion from him, that we take the initiative in making all necessary arrangements pursuant to the opening of the school, we selected the necessary teachers to carry on the work until he arrives.

"We received several new applications for positions as teachers. These likewise were filed to await the return of President-elect Powell. Realizing the need of having someone on the field during the summer months, we elected Thomas Johnson, one of the more recent graduates of the school as field agent. Mr. Johnson is a very brilliant young man—profoundly interested in his alma mater. We beg for him your kindest consideration in his financial schemes.

Only One Agent

"Mr. Johnson is the only financial agent we have on the field this summer, aside from Dr. W. R. Ashburn, home mission secretary, and the officers of the convention. The office of vice-president having been abandoned by the Board in its last meeting, Mr. Johnson is the only agent authorized to receive monies from District Associations and Conventions, aside from the ranking officers of these respective bodies acting for the Trustee Board.

"Professor J. R. Williams has been retained at the school this summer as registrar. We are asking that all monies, from whatever source received be made to him. Kindly address your communications to Prof. J. R. Williams ,Virginia Theological Seminary and College, Lynchburg, Va. Please do not send checks unles they are certified. Checks often give us trouble.

"Any organization or individual who does not receive a receipt for monies given after the regular course of procedure, kindly notify either Dr. A. L. James, chairman, Board of Control, 202 Paton Avenue, Roanoke, Va. or your scribe, chairman, Board of Trustees, 705 N. Fifth Street, Richmond, Va.

Committee On Repairs

"The matter of repairing the president's home was left in the hands of a committee of three, Reverends Harvey, James, and Shelton to perfect the same by the opening of the school. For the purpose of arranging the financial end of our school, the Board of Trustees will be officially called to meet at the school Tuesday, Aug. 21.

"Our creditors have agreed to meet us at that time. The object of calling this meeting at the school is because the State Sunday School Convention will be meeting in Lynchburg at this time. We hope all trustees will be present at this meeting.

"Purposely, we did not decide upon any date for the inauguration of our president elect. That will be arranged by the president of the Board suitable to the convenience of the president himself. But our critics say Dr. Powell has not officially accepted the call. You are eminently correct. But you must remember that our president is not only a scholar. He is a business man.

Much To Weigh

"To give up his church to accept the school at this time is no small consideration. Not only is his future, but the future of his family is involved in this act; and if he were to accept the call without a written contract, personally we would not think him worthy of the job. It is true Dr. Powell was elected President of Virginia Seminary; and the vote was made unanimous in the same meeting before a single man who voted in the election left.

"A committee was appointed forthwith to notify him that we might have, before we left, some assurance that our call was not in vain. Since the communication to him was verbal, he gave a verbal reply, from which he has in no wise recanted. He asured us before going abroad that he expected a written contract from the board. In the absence of a written contract, certainly he refused to make any written statement that might in any wise obligate him or jeopardize his future welfare. So we have only ourselves to blame for not extending the call in a business-like fashion.

"Knowing as I do the conditions under which he was called and the circumstances surrounding it, and believing as we do in the veracity and integrity of our president-elect, we are satisfied that we have made no mistake, and that Dr. Powell will be on the job this fall.

Very Personal Business

"Immediately following the election, even before the president-elect had been heard from, the chairman had to leave to attend to some very personal business (his marriage to Miss Cornelia A. Ward) at his own church that night. Leaving, Reverend P. L. Harvey in the chair.

"The Board continued next day; but we did not know the outcome of that meeting until we met the Board of Control last week. However, we have authorized a drawing of this contract and that the same be sent to Dr. Powell. We repeat—There is no question in our minds about Dr. Powell accepting the presidency of our school.

"In the first place, he is overwhelmingly the choice of the Trustee Board, and of the entire constituency of Virginia Baptist State Convention. Many of the brethren to which I have talked said to me, in spite of the fact they had another choice to begin with, when they voted to make the vote unanimous, they meant it and they mean it now.

About the Votes

"Our critics are also right when they say the Chairman was requested by two brethren by way of telegrams to cast a ballot for each of them. Since this was merely a request, the chairman felt that it was optional with him as to the best course to pursue. In the first place, we did not think it was fair to the men who attended the meeting to vote absent members.

"Secondly, we did not think it was fair to vote a member who did not have the advantage of the light reflected by the arguments on the floor. Since we observed some who were present who came with the idea of voting for one candidate, in the final vote voted for another. Again, we felt that it was a bad precedent to set in a time when so much was involved. However, we did make mention of the fact that the telegrams had been received in sufficient time to have them counted.

If however, my friend Dr. Allen, feels that he has been injured by our actions in this matter, we seriously regret it. For personally, I have very high regard for Rev. Dr. Allen. When it comes to the vote of the chairman, in a secret ballot no one can reasonably question his right to vote. For in secret balloting there is no such thing as a presiding officer casting a deciding vote, as I understand it. As to how the chairman voted, nobody knows but himself.

"The truth is, the vote stood 16-19, and if the other two votes had been counted, Dr. Powell would still be elected by one vote. When two good men are contesting, one man must win. Since Dr. Powell has been elected, for the sake of the institution, why not give him a chance."

Louisiana

Education - 1934

Colleges, Change of Heads.

PROGRESSIVE



DR. J. A. BACOATS

President of Leland College, Baker, La., is the mainspring in the success of the Southwestern Ministers' Conference. Plans have been completed for the fourth annual gathering of this body early in June. An excellent program has been arranged during which an intensive study of religious, economic and social problems will be made.

Maryland

Education - 1934

Colleges, — Change of Heads.

Ofay President Is Appointed At Gibbons Institute

By
GEORGE MORGAN KNIGHT, Jr.

LEONARDTOWN, Md. — The Rev. Richard M. McKeon, S.J. has been appointed director of the Cardinal Gibbons Institute at Ridge, Md., it was made public here Saturday.

The appointment is the result of an agreement between the school's board of trustees and the Provincial of the New York Maryland province of the Society of Jesus.

Fr. McKeon is to make a complete study of the history of the work and of the institute, to confer with the local men and women both white and colored, who are interested in its continuation and objects and to present a new program of educational and social welfare which the school will follow.

For the present the institute will continue its community welfare work under the supervision of Mrs. Helena M. Greydon, who has been re-appointed "assistant to the director."

Father McKeon is a native of Buffalo, N.Y. and a graduate of Canisius College. During the World War he was a commissioned lieutenant of infantry at Plattsburg Barracks, N.Y.

After completing his studies in the Jesuit Society he was stationed at Georgetown University as Professor of English Literature.

In 1930 he w as ordained to the priesthood at Woodstock College, and in 1933 was professor of English Literature at St. Peter's College in Jersey City, N.J.

Mississippi.

Education - 1934

Colleges, - Change of heads.

Campbell College Opens With Record Enrollment

JACKSON, Miss. (ANP) — Campbell college, Mississippi's A.M. E. school has opened with a record ord breaking enrollment. The school was founded in 1890 but no record can be found relative to any opening at Campbell to surpass this year's registration. Bishop S. L. Greene was present and outlined several constructive plans for the future. Bishop Greene also has in his diocese the well known Shorter college at Little Rock.

The following persons were introduced by President R. A. Scott: P. H. Easom and W. W. Blackburn of the state department of education; and Anselm J. Finch, Mississippi writer. The faculty at Campbell is said to be stronger than ever before inasmuch as many of the teachers represent northern and eastern universities.

Education - 1934

Colleges, Change of heads.

North Carolina

Dr. Atkins Resigns as College President; 42 Years in Service

WINSTON-SALEM, N. C., June 8. —The resignation of Dr. S. G. Atkins, president of Winston-Salem Teachers college, on account of ill health, was announced at the annual commencement exercises in the college auditorium June 1 by H. E. Fries, chairman of the board of trustees for the college.

Mr. Fries stated that the board of trustees had accepted Dr. Atkin's resignation "with profound sorrow and deep regret" and, being "unwilling to dispense entirely with his valuable services, elected him president emeritus," which position he will hold for life at a salary somewhat reduced from that he received while actively heading the institution.

The trustees elected Francis L. Atkins, son of Dr. Atkins, president of the college. The new president is 37 years of age but has had long and careful training under his father. He is a graduate of Winston-Salem Teachers college; secured his bachelor's degree from Lincoln university in Pennsylvania; secured his degree of master of arts at Columbia university, and has completed preliminary and residence work and lacks only the preparation of his thesis for the degree of doctor of philosophy from Columbia university.

He has been dean of the college for the past three years. Dr. Atkins had served for 42 years.

speaker arranged at his bedside through the courtesy of J. C. Whitaker, white, member of the board of trustees.

Citizens high in educational, civic and religious circles made three-minute talks eulogizing the retiring educator. Among the speakers were Professor H. L. Triff, Dr. Rufus H. Hairston, who spoke in behalf of the graduates, and Dr. H. H. Hall.

The following students were graduated with the degrees of bachelor of science:

Gayle Brown, Dolly Frances Butler, Belvedere Nathaniel Cooke, Katherine Margaret Dobson, Edna Dalton Fitch, Queen Arnieze Fitch, Walter Alexander Gray, Minnie Peace Hackney,

Helen Evelyn Hasty, Alma Phitiler Hight, Sarah Grace Johnson, Ruth Catherine Jordan, Mattie Belle Ledbetter, Elvira McKinnie, Romella Gross Mason, Ruthie Lee Peoples, Evalina Ray,

Robert Lee Schooler, Ella Belle Shears, Arlee Walter Simon, Jenny Vivian Snow, Edith Mehettie Spivey, Dorothy Isabelle Utley, Medora Johnnie White.

The following students were graduated from the two-year normal course:

Ruth Ethelda Adams, Cora Busbee Artis, Beulah Naomi Beck, Mozelle Jacqueline Conner, Christabelle Alma Dodd, Salome Dolores Edmondson, Geneva Ruby Evans,

Annie Mateoka Fortune, Ruby Lucille Franks, Ruth Areby Franks, Ethel Lee Greene, Mary Elizabeth Harris, Dorothy Virginia Hinton, Mary Agnes Johnson, Dora Otelia Mitchell,

Marjorie Elizabeth Noyes, Gladys Mae Patterson, Willie Mae Perry, Juanita Elsie Phillips, Eleanor Rosebud Pitts, Hennie Gertrude Sumerville, Helen Viola Wilson.

ATKINS OUT AT WINSTON-SALEM SON SUCCEEDS

Afro-American

WINSTON-SALEM, N.C. — Dr. Simon Green Atkins, 42 years president of Winston - Salem Teachers' College, resigned last week on account of ill health and has been succeeded by his son, Francis L. Atkins, 37, dean for the past three years.

The new president is a graduate of Winston-Salem, 1916; Lincoln A.B., 1920; Columbia M.A., 1924; and has completed preliminary work for his doctorate there.

Loud Speaker at Bedside

Dr. Atkins, because of the seriousness of his illness, was unable to attend the commencement exercises in the college auditorium, but was able to hear the complete program as a result of a loud

Mississippi.

Education - 1934

Colleges, - Change of heads.

S.C. Teacher is New Head at Alcorn A. & M. College

Afro-American

JACKSON, Miss. — (ANP)— William H. Bell, dean of education at the A. and M. College at Orangeburg, S.C., was named Saturday by the State Board of Control to head Alcorn College, effective Sept. 1.

Mr. Bell, who succeeds the late Levi J. Rowan, is a native of Mississippi. He holds a master's degree from Northwestern University.

Oklahoma

Education - 1934

Colleges, — Change of heads.

DR. R. C. WOODS RESIGNS FROM OKLAHOMA BAPTIST COLLEGE

Cash 2-9-34 Kansas City

MUSKOGEE.—Dr. R. C. Woods, for the last five years president of the Oklahoma Baptist college here, and pastor of the First Baptist church of this city, resigned both the presidency and the pastorate last week to accept the position as pastor of the Roanoke Baptist church in Hot Springs National Park, Ark.

The resignation came as a surprise to many persons connected with the Baptist church in this state.

The Rev. Mr. Woods came to Oklahoma in September, 1928, to take charge of the educational work of the Baptists in this state. Prior to coming to Muskogee, Dr. Woods served for two years as investigator for the Association for the Study of Negro Life and History of which Dr. Carter G. Woodson is director. For eight years, he was a member of the council of the association.

For 16 years, he was president of Virginia Theological seminary and college at Lynchburg, Va. For half a century this has been an outstanding institution in the east. Many Baptist leaders were trained there as were leaders in educational and literary fields.

During his tenure of office, the school enjoyed an increase in development, the faculty was more than doubled, the student body showed a great increase. The physical plant was supplemented by six buildings, an imposing administration building and audtorium, dormitores dining hall and a new home for the president. The addition cost approximately $400,000. Records show that Negroes for a period of over 10 years gave annually $100,000.

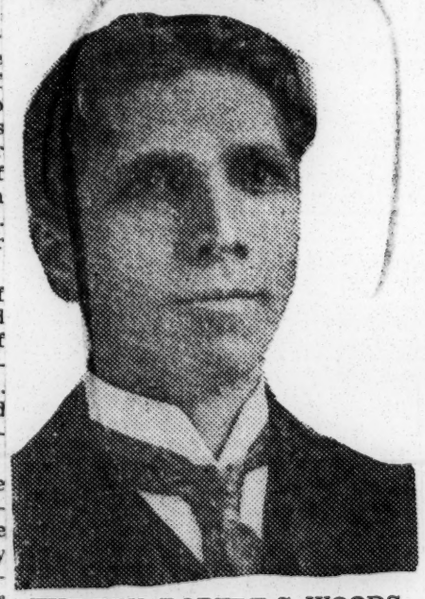
The incumbent resigned this position after 16 years to work with Dr. Carter G. Woodson and Charles Wesley in making a study of Negro life and achievements. He assisted in the writing of five books on Negro works. Again Dr. Woods decided to go into the educational field and in 1928, he came to Muskogee.

For the last two years the state Baptist institution has emphasized theology. In response to the urgent calls of the many pastors in the state extension courses have been arranged and institutes have been conducted in different sections of the state.

When Dr. Woods arrived in the state to take charge of the educational activities, the First Baptist church of Muskogee immediately secured his services as pastor. He preached his farewell sermon to a crowded house last Sunday.

His initial service in Hot Springs will be Sunday, February 11, when Dean Smith, of Bishop college and former pastor of the same church, will officiate.

New Church Calls



THE REV. ROBERT C. WOODS

Of Muskogee, Okla., who has accepted a call to the pastorate of Roanoke Baptist Church of Hot Springs National Park, Ark., even though his previous congregation, the First Baptist Church of Muskogee, refused to accept his resignation. The Rev. Mr. Woods went to Muskogee 16 years ago, from the East, where he was president of Virginia Theological Seminary and College. In Oklahoma, he was appointed president of the Oklahoma Baptist College.

Education - 1934

Colleges, - Change of heads.

Tennessee

Seek Pres. For Roger Williams-Howe College

Negro and Interdenominational

Memphis, Tenn., Sept. (ANP)— Roger Williams-Howe College here will open October 1. The school which specializes in training ministers and social workers, is now being conducted by an educational commission headed by Rev. A. D. Bell and Rev. H. W. Brewster.

9-28-34

Memphis

A committee of fifteen of which Rev. T. O. Fuller is chairman has been appointed to nominate a president for the school. Dean A. McEwen Williams heads the faculty.

Education - 1934

Colleges, - Change of heads.

Virginia.

New Seminary President Subjects Trustee Board To Detailed Quiz Touching All Phases of the School

LYNCHBURG — Dr. W. H. R. Powell, president-elect Virginia Seminary and College, here, at a meeting of the board of trustees of the institution called by him last week prior to his acceptance of the office to which he was elected in June quizzed the body in reference to the condition of the college.

The quiz was in the form of a written speech, and touches on many questions which have arisen since and before the resignation of Dr. Vernon Johns as president of the institution last year. His quiz statement follows:

I greet you with pleasure on this most important occasion. In doing so, I wish first of all, to thank you for heeding the call of your chairman, Dr. Scott, to attend this extraordinary session. And as the meeting was called at my suggestion, I wish here and now to assume entire responsibility therefore. Should there be a failure or lack of consequence resulting from the session, I shall ask you to blame me entirely.

On June 21 this year, while passing through Washington, I was met by a committee from your board, Drs. T. J. King and J. H. Burks. This committee notified me that in a meeting of your board, convening on the same date, and called to consider the election of a president to guide the affairs of your institution here, had after prolonged and careful consideration, chosen me as your standard bearer.

I was assured by them that they had been delegated by you to bear this message. Their information was verbal and my reply was to the same effect. They pressed me for an immediate answer and I gave them to understand that I would consider the "call" favorably. However, I informed them that I could not assume any responsibility whatever until after my return from abroad sometime during the month of September.

Aware Of Dissatisfaction

While abroad, I was almost completey out of touch with what was going on in America. Many of you wrote me. However, most of it reached me only since my return to the States and some as recent as yesterday. Notwithstanding, from what did reach me, two things were to be observed.

(a) There was considerable discussion and some dissatisfaction with the call. (b) There were those who urged upon me the necessity of some immediate statement of intention to the public.

All of this I gave most careful and due consideration. I considered that it was most unfortunate that such an untimely discussion should reach the public at the moment. On the other hand, I concluded that under the circumstances, it would be wise for me to await my return to the United States before giving out any public statement. Although earnestly urged by some of the most dependable brethren, I felt my course to be best.

In keeping, therefore, with this decision, I wrote our chairman, Dr. Scott, and asked that a meeting of the board be called the first day of September, or as soon as I had landed. Unfortunately, the slow travel of mail from such a great distance and an apparent misunderstanding in my letter, the board was not called until I had reached America.

Thinks Providence Right

Now since reaching home, I have received and read most of the letters together with newspaper comments and releases which were sent me and reserved for me until my arrival. And in light of what I have read, I am more than convinced of the correctness of my procedure. For, such is the situation of Virginia Seminary at the moment, that it will require the united efforts of all the forces to carry on.

No more wiser statement was written me in any of the letters sent, than that of an ex-chairman of this board who declared, "It is not only important that we elect a president, but that we shall have the hearty cooperation of all of our old friends, and secure the sympathies of as many new as possible."

With this sentiment, I heartily subscribe. It would be worthless for me or for any other individual to project himself into a situation of the kind facing us without the support and endorsement of our constituency. And, personally, of all persons, I have the least desire so to do.

I am therefore, of the conscientious opinion that it would be clearly determined, or as nearly as possible, the opinion of those who are expected to support the work as to their choice of president. Thus, I quote, and understanding. I have invited you to meet me today for a heart to heart conference.

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Now, all of these are very grave charges, and reflect seriously upon the fitness of the candidate for the office. If they are true, most certainly he would be unfit: most truly would it be unwise to trust the administration in his hands.

Correct in every sense were those who had manhood enough, and interest sufficiently in the institution to call the public's attention thereto. With them, I have utterly no quarrel. And I congratulate them.

On the other hand, it would not be aside from the interest of the institution, and it would be most germain for this board of trustees to take all of these complaints carefully under consideration. Personally, I have utterly no objection. I would remind you, however, that they are questions that need some proof aside from mere assertion and haggling.

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After casually considering it, I wondered whether the Board had not been over-generous in its decision in views of the times and the needs of the work. On the other hand, I wanted that these items should be definitely understood by each member of the Board.

Also it is a grave matter of import to me how this shall be paid. The demands of my family make it necessary that I should be paid in a manner regularly. And I am anxious that this be understood inasmuch as it has been a matter of contention when other presidents have been paid while other obligations were neglected.

(b)- I would like to know the plan of the board with respect to traveling expense for the president. It is understood that he shall answer the calls of the field. How shall the expense to and fro be provided for, and to what extent?

Withholds Own Auto

(c) If any, I should like to know the plans of the trustee with respect to the use of an automobile. It being understood that an automobile is a modern necessity in any line of endeavor of a business character. To obviate the necessity for argument, may I say at this point, that although I own a car, I think it wholly unwise to draft it into service for the institution. My reasons are many.

(d) It appears to me necessary that I should make reference at this point to my Holy Land experience. I am planning a lecture course with stereoptican views and scenes to cover my entire trip. These have attracted favorable comment and made an excellent impression thus far. I have already a number of invitations for such lectures. In view of the tremendous cost to me and the outlay involved, I should be quite unwilling to fill such lecture engagements without compensation for the same, except possibly for student purposes. The purpose of this statement is the avoidance of misunderstanding further on.

(e) Your former president, Prof. Vernon Johns, informed me on Monday of last week that he has not moved his household effects from the president's home. In connection, he assures me that such failure is in no sense stubborness on his part, or failure of understanding. But that such was his financial condition upon leaving the institution last spring, such the school's indebtedness to him, and such his present circumstances, it has been wholly impossible for him to move, I would like the board to determine what can can be done, if anything.

Administrative Set-Up

Further, in interest of harmony and understanding, I feel it highly important to know your ideas and program of administration. That is, how shall the work of the institution be administered?

(a) I should like to know what is the function of the Board of Control, its relation to the administration at the school as well as the trustee board. I cannot recall whether such a board was in operation in my former experience and would like to know so that I might adjust myself accordingly.

(b) I should also appreciate an understanding as to how the records of the institution shall be kept, and to whom reports are to be made, and how often.

(c) How shall the monies of the institution be received and disbursed? My understanding is that there has been a change in this respect since the beginning of the last administration. I should like to know the details with regard to the new methods and how they shall function.

(d) It is highly important that contact shall be maintained with the constituency continuously. The press is becoming more and more an important factor in the lives of colored people. What plan of publicity does the board have in mind?

(e) The morals of the institution together with its needs being as urgent as they are, it is highly important there shall be contact individuals on the field. I should like to know if the board has made provisions for them, and who they are? If such persons have not been already elected, I should like to understand what program is contemplated?

Courses of Instruction

My next subject of inquiry is with regard to the courses of instruction: When I was a student at Virginia Seminary, it then offered, preparatory, normal, academic, and ministerial courses of instruction. Since that time its program has been extended into high school, collegiate, and theological rating.

And for the last 10 years or more, earnest effort has been to maintain the gains made. My knowledge of the exact situation of the school at this time renders it almost impossible for me to be able to give a worthy judgment. But from such information as I do possess, it would seem hardly possible for us to carry forward such a program at present.

I beg to call this to your earnest attention and in turn wish your judgment and advice as to what you think possible, and what should be undertaken?

(a) The question is, what then shall be our program of education?

(b) With regard to the standardization of the high school department, there should be some comment. It is in every way desirable that this shall be attained with all speed. However, circumstances surrounding that attainment are most difficult in view of our present standing and should be so understood. The board should not fail to take notice of these requirements. This is necessary to avoid misunderstanding on the one hand, and for the proper amount of intelligence as to what is necessary to be done on the other. It should be understood that it is utterly impossible for the high school of Virginia Seminary to be standardized within the next two years.

Teachers Salaries

(c) It is highly desirable also that there shall be a definite decision on the part of the trustees with respect to salaries for teachers and employees. While it is true that every laborer is worthy of his hire, it is also true beyond per adventure that the employer may be sometimes unable to compensate the laborer. I should certainly be the last one to object compensating any individual for service rendered. In fairness to ourselves, however, I think it wholly unwise to make offers contrary to reason in the light of facts. I think, therefore, that we should set all salaries within such limits as we may reasonably certain we can pay. For I believe it better policy to pay a small salary rather than set a big one and fail in the attempt. I am but frank when I say that I think the offer should be for all teachers within the neighborhood of $50 per month, together with such other consideration as may be possible.

(e) Lastly in this connection, I am particularly interested to know in what sense Virginia Seminary is to be understood Christian and in what sense is Christianity to be emphasized? This is of interest to me, as I could not have any possible personal interest in its administration otherwise. I mean, if Virginia Seminary is to set before us as its main objective such an educational program as is fostered by the state and other institutions, then, I should feel wholly unjustified in leaving the pulpit for such administration. Should I head the work at Virginia Seminary, it is altogether with the understanding and on the ground that I am to head an institution whose chief objective is religion, that is, preparing men and women to take their places especially in the program of the Christian church. And that such other objectives will be secondary only.

Problems Of Financing

No one could be more truly concerned at this junction than myself with regard to the finances of our

Current Expenses

Circumstances make it highly necessary that we should give due deliberation to current expense. Therefore, I suggest:

(a) That there be a report of all monies in hand at the present, together with our immediate obligations, in order that we might understand where we are and whether

(a) In this connection I desire to know, what is the present financial condition of the school? What are to these outstanding obligations of the institution? Has there been any approach made to the creditors, and if so, what committee is their reaction? Does the board of

(b) Does the board not think it necessary to appoint a committee on finance from the board, whose duty shall be to seek an immediate adjustment of these claims? If such a committee has been appointed, who is the chairman? And what progress has been made along this line?

(b) What program does the trustee board propose with regard to the finance of the institution? Has there been any approach made to the creditors, and if so, what committee is their reaction? Does the board of are they, and what progress has been made along this line?

Education - 1934
Colleges, - Change of heads.

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Administrative Set-Up

Further, in interest of harmony and understanding, I feel it highly important to know your ideas and program of administration. That is, how shall the work of the institution be administered?

(a) I should like to know what is the function of the Board of Control, its relation to the administration at the school as well as the trustee board. I cannot recall whether such a board was in operation in my former experience and would like to know so that I might adjust myself accordingly.

(b) I should also appreciate an understanding as to how the records of the institution shall be kept, and to whom reports are to be made, and how often.

(c) How shall the monies of the institution be received and disbursed? My understanding is that there has been a change in this respect since the beginning of the last administration. I should like to know the details with regard to the new methods and how they shall function.

(d) It is highly important that contact shall be maintained with the constituency continuously. The press is becoming more and more an important factor in the lives of colored people. What plan of publicity does the board have in mind?

(e) The morals of the institution together with its needs being as urgent as they are, it is highly important there shall be contact individuals on the field. I should like to know if the board has made provisions for them, and who they are? If such persons have not been already elected, I should like to understand what program is contemplated?

Courses of Instruction

My next subject of inquiry is with regard to the courses of instruction: When I was a student at Virginia Seminary, it then offered, preparatory, normal, academic, and ministerial courses of instruction. Since that time its program has been extended into high school, collegiate, and theological rating.

And for the last 10 years or more, earnest effort has been to maintain the gains made. My knowledge of the exact situation of the school at this time renders it almost impossible for me to be able to give a worthy judgment. But from such information as I do possess, it would seem hardly possible for us to carry forward such a program at present.

I beg to call this to your earnest attention and in turn wish your judgment and advice as to what you think possible, and what should be undertaken?

(a) The question is, what then shall be our program of education?

(b) With regard to the standardization of the high school department, there should be some comment. It is in every way desirable that this shall be attained with all speed. However, circumstances surrounding that attainment are most difficult in view of our present standing and should be so understood. The board should not fail to take notice of these requirements. This is necessary to avoid misunderstanding on the one hand, and for the proper amount of intelligence as to what is necessary to be done on the other. It should be understood that it is utterly impossible for the high school of Virginia Seminary to be standardized within the next two years.

Teachers Salaries

(c) It is highly desirable also that there shall be a definite decision on the part of the trustees with respect to salaries for teachers and employees. While it is true that every laborer is worthy of his hire, it is also true beyond per adventure that the employer may be sometimes unable to compensate the laborer. I should certainly be the last one to object compensating any individual for service rendered. In fairness to ourselves, however, I think it wholly unwise to make offers contrary to reason in the light of facts. I think, therefore, that we should set all salaries within such limits as we may reasonably certain we can pay. For I believe it better policy to pay a small salary rather than set a big one and fail in the attempt. I am but frank when I say that I think the offer should be for all teachers within the neighborhood of $50 per month, together with such other consideration as may be possible.

(e) Lastly in this connection, I am particularly interested to know in what sense Virginia Seminary is to be understood Christian and in what sense is Christianity to be emphasized? This is of interest to me, as I could not have any possible personal interest in its administration otherwise. I mean, if Virginia Seminary is to set before us as its main objective such an educational program as is fostered by the state and other institutions, then, I should feel wholly unjustified in leaving the pulpit for such administration. Should I head

Current Expenses

Circumstances make it highly necessary that we should give due deliberation to current expense. There-

Current Expenses

Circumstances make it highly ne-

we can properly open the year's work.

(b) From indications, I am impressed to believe that it will require from $800 to $1,000 per month for this calendar year. Does the board feel that it is possible, under existing financial stress to realize such an amount?

I wish to conclude these remarks by saying, that I saw while in Palestine, a remarkable illustration of the financial campaign recommended by Dr. King at the state convention in its last session. At the headquarters of the National Jewish Movement in Palestine are large books, four in number, which carry the names of all individuals who have given $100 and more dollars in the movement.

I am impressed to believe that such a book as recommended together with proper machinery would do much to aid us at this present time. I trust that I have covered the whole problem as involved in my call to the presidency of your school, and the policy with respect to its immediate management. I beg, and shall await, therefore, your views and reaction.

Education – 1934

Tennessee

Commencements.

Nashville, Tenn. Banner
May 18, 1934

Commencement Season Will Open May 25 at Tennessee School for Blind

Dr. Bruce R. Payne of Peabody College Will Deliver Baccalaureate Address

The annual commencement of the Tennessee School for the Blind will begin Friday, May 25, with a program by the primary and intermediate departments of the school and exhibition of the work of the manual training departments.

Sunday, May 27, the commencement sermon will be preached at the Seventh Baptist Church by Dr. L. W Crawford. Monday evening the annual concert will be held.

Tuesday evening the graduation exercises will take place with the baccalaureate address being delivered by Dr Bruce R. Payne of Peabody College and the diplomas presented by Commissioner Dancey Fort of the State Department of Finance and Taxation

The class roll includes Dennies Washington Taylor, Unionville, valedictorian; William Henry Warder, Jr., Neptune, salutatorian; Miss Blanch Powers Bain, Morris Chapel; Miss Mable Carey, Holladay; Miss Ida Frances Holman, Nashville; Miss Ida Lee Jacobs, Nashville; Charles Ross Maynard, Silver Point; Miss Mona Izora Sewell, Henderson; Hubert Jackson Smith, Shelbyville; Mark Thrower, Chattanooga; David Edwin Wamble, Newbern; William Allen Ward, Sugar Tree, and Philip Andrew West, Kenton.

The annual class banquet of the senior class will be held Saturday evening, May 26, at the annual picnic of the school will be held on Saturday at Shelby Park. Tennessee School for the Blind is located on Hermitage Avenue overlooking the bank of the Cumberland River.

The blind read from left to right and write from right to left. The raised dots of the Braille system are made by a sharp instrument called the stylus on heavy paper.

In the girls handicraft department, under the direction of Mrs. Nannie Baker, basketry, footstools, woven rugs, and sewing is on display, in the primary, handicraft department in the charge of Miss Viola Synder, the Little Brown Church, Santa Claus Castle Indian village, a windmill and Mt Vernon are on display.

In the musical department under the direction of Miss Frances Taylor there is an eleven-piece boys orchestra, and voice, piano, violin, and the pipe organ are taught.

Prof. John P. Garland, assistant boys supervisor, is in charge of the manual arts department where brooms are made, chairs bottomed, and small pieces of furniture are made. Professor Garland showed how geography is taught in the school from the large wood maps.

The typing and stenographic departments are up to the standard of any other business training school in the city.

Plain, healthful, wholesome foods are prepared and served at each meal under the direction of an expert dietician.

The student body is at all times under the care of a staff doctor, nurse, and dentist.

The enrollment of the school includes 200 white students scattered from over the State from Bristol to Memphis and fifty Negro students in the colored department of the school, which is located one-half mile from the white department.

The school was established in 1844 by James Champlin and was chartered to the State in 1846. The first building built in 1853 on Academy Street across from the present site. This building was demolished in 1862 by Chief Engineer Morton of the Confederate forces.

The school was reopened in 1867 in a rented building and the central part of the building now being used was the old Claiborne home. At different times since the Civil War additions have been added to the school, including laundry, boys' dormitory, gymnasium, and work shop.

The school has forty-eight administrative officers and faculty members with I. S. Wampler as superintendent of the institution for the past sixteen years, having been appointed to that position under former Gov. Tom C Rye's administration.

Since Mr. Wampler has been superintendent the school has grown in leaps and bounds and he says they need a new building for the manual arts department which is now being housed in the basement of the administration building. Under his administration the campus has been beautified by the setting out of forest trees and evergreen shrubbery.

This is not an endowed institution and the Tennessee Legislature appropriated at the 1933 sessions $228.050 for the maintenance of the school for two years.

Some of the aims and the purposes of the school are: "That its pupils shall receive the best education and training that modern methods and equipment make possible.

"Shall constantly endeavor, through suggestion and guidance, to develop a wholesome spirit and attitude toward life that may guarantee easier and happy life adjustments.

"Shall have a healthy and vigorous body and good carriage.

"Shall acquire interests that will make life fuller and more useful.

"Shall while at school be initiated into the numerous social activities, many of which normal children usually pick up by watching others, the neglect of which necessarily handicaps the blind.

"Shall make an effort to become independent and able to earn a living in the most congenial manner."

Alabama

Education – 1934

Common Schools, Condition of.

Annual Report; Financial Statement of Macon Co. Board of Education for Fiscal Year Beginning October the 1st, 1933 and Ending September the 30th, 1934

Receipts

I. REVENUE RECEIPTS

1. State Funds		
Attendance	$ 4,324.41	
Bonus	1,875.86	
County High School	2,697.23	
High School Education	2,621.73	
Public School	37,616.71	
Library	193.17	
Removal of Illiteracy	120.00	
Rural School House	423.00	
Vocational Education	1,437.50	
Total State Funds		$ 51,309.61
2. Federal Funds		
Vocational Education	$1,259.00	
Special Classes	3,080.33	
Total State, Federal and Philanthropic Funds		$ 4,339.33
4. County and Local Funds		
County-wide tax	$ 15,695.69	
Poll Tax	2,803.50	
District Tax	15,742.19	
Matriculation and Incidental Fees	2,985.56	
Total County and Local Funds		$ 37,226.94
7. Total Gross Revenue Receipts (Sum of Totals for Item 1-6 Inclusive)		$ 92,875.88
8. Total Net Revenue Receipts (Item 7 Minus Deductions for (a) and (b)		92,875.88

II. NON-REVENUE RECEIPTS

9. Insurance Adjustments	$ 400.00	
14. Loans:		
Money Borrowed*	2,000.00	
16. Total Non-Revenue Receipts (sum of Items 9-15 Inclusive)		$ 2,400.00
17. Balance on Hand at Beginning of Year:		
Cash	$ 12,762.89	
State Bonds	16,500.00	
Total Balance on Hand October 1, 1933		$ 29,262.89
18. Grand Total Amount Available During the Year (Sum of Items 7, 16, and 17)		$124,538.77
19. Net Amount Available During Year (Sum of Items 8, 16 and 17)		$124,538.77

*Include only money borrowed and not paid back during year.

III. PAYMENTS

I. General Control (overhead expenses)	White	Negro	Total
Business Administration:			
School Board Members	$ 346.40		$ 346.40
Other Expenses of Business Control	338.00		338.00
Educational Administration:			
Salaries:			
Superintendent	3,630.00		3,630.00
Office Assistants	600.00		600.00
Total General Control	$ 4,914.40		$ 4,914.40

White

	Elementary	High	Total
II. Instruction in Day Schools			
Salaries:			
Supervisors		$ 4,269.92	$ 4,269.92
Supervising Principals		4,080.94	
Vocational	18,182.50	13,370.00	35,633.44
Teachers, Non-Vocational			
Expenses:			
Supervisors			
Instructional Supplies:			
Supervising Principals, Vocational		296.13	
Teachers, Non-Vocational		463.52	759.52
Total Instruction (Day Schools)	$ 18,182.50	$ 22,480.51	$ 40,663.01
III. Operation of School Plant			
Wages of Janitors and Engineers	$ 100.50	$ 165.00	$ 265.50
Fuel, Light, Water, Janitors' Supplies	473.98	728.66	1,202.64
Total Operation of School Plant	$ 574.48	$ 893.66	$ 1,468.14
IV. Maintenance of School Plant (Repair, Upkeep, Replacements)	$ 43.24	$ 190.00	$ 233.24
V. Auxiliary Agencies and Coordinate Activities			
Transportation of Pupils	$ 8,463.14	$ 5,781.15	$ 14,244.29
Attendance and Child Welfare Workers:			
Salaries	1,216.25		1,216.25
Total Auxiliary Agencies and Coordinate Activities	$$ 9,679.39	$ 5,781.15	$ 15,460.54
VI. Fixed Charges			
Insurance	$ 1,236.99		
Total Fixed Charges	$ 1,236.99		$ 1,236.99
VII. Current Expense Totals:			
Actual and Allocated Current Expenses for Elementary and High Schools (Sum of Totals for Items II-VI Inclusive)	$ 29,716.60	$ 29,345.32	$ 59,061.92
Total Current Expense in Day Schools (Sum of Totals for Items I-VI Inclusive)			$ 63,976.32

VIII. Instruction in Evening and Adult Schools (Include expenditures for opportunity schools)	White	Negro	Total
Salaries	$ 1,062.20	$ 2,138.13	$ 3,191.00
Expenses		9.33	9.33
Total Instruction in Evening and Adult Schools			$ 3,200.33
IX. Capital Outlay			
New Grounds and Buildings	$ 975.00	$	$ 975.00
Other New Equipment (not replacements)	606.23		606.23
Total Capital Outlay			$ 1,581.23
X. Debt Service			
Redemption of Bonds and Warrants	$ 12,333.30		$ 12,333.30
Interest Paid on Bonds and Warrants	1,040.00		1,040.00
Payments for Services Rendered or for Goods Received in Former Years			5,502.07
Total Debt Service			$ 18,875.37
XII. Grand Total Expenditures (sum of totals in Items VII to XI inclusive)			$112.282.68

XIII. Balance on September 30, 1934	
Cash	$ 8,806.09
State Bonds	3,450.00
Total Balance	$ 12,256.09

XV. Total Money Accounted for (sum of totals in items XII to XIV inclusive) $124,538.77

AFFIDAVIT

The informatoin in this report has been carefully checked and is correct to my best knowledge and belief.

W. B. RILEY, Superintendent.

Subscribed and sworn to before me this 29th day of October, 1934.

CARRIBEC CARR, Notary Public.

Negro											
Elementary		High		Total		Total W & N					
		$ 810.00		$ 810.00		$ 810.00					
						4,269.92					
		1,220.00									
18,548.50		3,075.00		22,843.50		58,476.94					
4.83						4.83					
		113.94									
5.74		11.87		125.81		891.20					
$ 18,559.07		$ 5,230.81		$ 23,789.88		$ 64,452.89					
$ 14.00		$ 14.00		$ 28.00		293.50					
651.04		97.31		748.35		1,950.99					
$ 665.04		$ 111.31		$ 776.35		$ 2,244.49					
$ 80.95		$ 2.25		$ 83.20		$316.44					
						$14,244.29					
						1,216.25					
						$ 15,460.54					
						$ 1,236.99					
						$ 1,236.99					
$ 19,305.06		$ 5,344.37		$ 24,649.43		$ 83,711.35					
						$ 24,649.43		$ 88,625.75			

Governor Asks $3,550,000 To Rescue Schools

Alabama's Plea To FERA Sent Hopkins Following Survey By Dr. Harman

Closing Time Near

Without Government Help Funds In Many Counties Will Be Exhausted Soon

By JOSEPH R. M'COY

Application for a maximum grant of $3,550,000 of Government aid for keeping public schools open in Alabama for normal terms, was forwarded yesterday by Gov. Miller to Administrator Harry L. Hopkins of the Federal Emergency Relief Administration, in Washington.

The application was based on data furnished by Dr. A. F. Harman, State superintendent of education, on financial needs of the schools overland above revenues on hand and anticipated from State and local sources, and followed receipt of a telegram from Congressman Hill of Montgomery advising that if Federal aid was desired to keep Alabama's schools open, request for the amount needed should be made to Mr. Hopkins immediately.

Accompanying the Governor's request addressed to the administrator of the FERA, was a copy of Dr. Harman's letter, and one from Thad Holt, director of the Alabama Relief Administration recommending that the grant of funds asked be made. Gov. Miller also mailed to Congressman Hill copies of the communications of Dr. Harman, Mr. Holt and his own letter to Mr. Hopkins, and thanking Mr. Hill for his telegram and his interest.

Letter To Hopkins

In his letter to Mr. Hopkins, the Chief Executive said:

"As per attached statement from the Superintendent of Education I hereby make application for a maximum grant of $3,550,000 from such funds as may be available for the employment of needy unemployed teachers in keeping open rural schools, for which funds are not available at this time for this purpose.

"From the information available to me, including statement of the State Comptroller as to State revenues available for this purpose, I hereby approve this request subject to such audit as you may require.

"Should formal application in other form, or additional supporting data be required, I shall be glad to furnish same."

Certified Budgets

In his letter to Gov. Miller to which the Governor makes reference in the application forwarded to Mr. Hopkins, it is announced by Dr. Harman that official and certified budgets submitted to the State Education Department by county and city superintendents of education in Alabama between Aug. 15 and Oct. 1, 1934, show that the schools of the State will lack approximately $3,550,000 of having sufficient funds to operate a normal term during the year 1934-35.

Attention is then called to four significant points involved in the preparation of the budgets and in the calculation resulting in the approximate figures submitted as representing the financial needs of the schools for the current school year. First, it is declared, receipts have been anticipated for the entire year beginning Oct. 1, 1934. These receipts, however, it is added, cannot be finally determined at the present time, but superintendents were requested in all cases to make the most careful estimate possible under the circumstances.

Secondly, it is stated, payments have been classified under two major headings; those payments which must be met during the year regardless of whether the schools remain in session; and monthly payments which will continue only as long as the schools remain in session. The third point stressed is that the length of term which the schools in any county or city can operate was determined by subtracting the fixed payments and obligations that must be met during the year from the anticipated receipts and then dividing the remainder by the monthly cost of operating the schools.

Emphasis is then placed on the fact that the amount needed to continue the schools for normal terms was determined by subtracting the term the schools can operate, as explained, from the normal term for the individual county or city. The legal minimum term of seven months was used as the minimum term for the calculations made.

"The actual amount which will be necessary to keep all schools in operation for a normal term will depend to a certain extent on policies which are to be used in defining and determining need," Dr. Harman stated. "For example, if all school districts were to be required to levy the maximum constitutional tax before being considered eligible to participate in any funds that might be provided, the amount deeded would not be quite as large as the amount given above. However, $3,550,000 approximates as closely as possible at present the needs of the schools for additional funds if normal terms are to be possible."

Schools Closing Friday

Announcement is then made by the State Superintendent that official notice has been received from the Escambia County Board of Education that the schools of that county are to close for lack of funds on Friday, Dec. 7. He says also that schools in three other counties and three cities will begin to close this month.

Estimate of funds needed, by months, to keep the schools in operation, is made as follows: December, 1934, $50,000; January, 1935, $500,000; February, $700,000; March, $900,000; April, $800,000; May, $500,000; June, $100,000.

Concluding his communication Dr. Harman says: "In view of the situation confronting the schools as explained in this letter and in view of the fact that no additional revenues can be anticipated under existing laws and conditions in this State, I urge that you request officially Harry L. Hopkins, director of the Federal Emergency Relief Administration, to authorize sufficient funds to be set aside to keep the schools in this State from closing short of a normal term during the current year."

Following is the text of the letter from Director Holt, of the Alabama Relief Administration, to Mr. Hopkins recommending the grant of funds requested:

From Holt To Hopkins

"The attached application by Gov. Miller for funds with which to prevent closing of rural schools in Alabama, has been made after conference of the Governor, the Superintendent, and myself, as director of the Alabama Relief Administration.

"The immediate necessity of the application is occasioned by official action of the Escambia Board of Education in closing the schools, effective Dec. 7, teachers having been notified of this action.

"This estimate is evidently an overall figure and evidently does not take into consideration the following factors:

"1. Relative needs of the teachers to be thrown out of work.

"2. Maximum salary allowable if paid from relief funds.

"3. Availability of credit from resources other than actual income from school revenues.

"4. Actual audit of local school revenues and expenditures.

"5. Determination of actual 'normal' terms as compared to statutory normal terms.

"6. Possible availability of other revenues by a legislative action in January, 1935.

"These possible factors are merely recounted because it is believed that such limitations as were imposed on the grant for the school term 1933-34 would reduce this over-all estimate by a possible $200,000.

"With such facts as are available at this time, and subject to such restrictions as might be imposed, due to the fact that the funds requested will be relief funds, and may be considered supplementary only after all local resources are exhausted, I hereby recommend your consideration of a grant for this purpose."

From Hill To Miller

Congressman Hill in his telegram to Gov. Miller notifying him of the need for prompt action in applying to the Federal Government for aid to keep Alabama's public schools going, said:

"If you desire Federal aid to keep schools of Alabama open, you as Governor, should immediately request from Director Harry L. Hopkins, Federal emergency relief administrator, amount of money necessary for this purpose. Your request should show amount necessary month by month and if possible should carry endorsement of Thad Holt, State director of FERA. Hope you will make the request at once."

Advices from Washington were to the effect that Representative Hill conferred with relief officials there early yesterday and had expressed the belief that if the Governor would apply for needed aid, Alabama would receive at least enough funds to keep the schools open until the State Legislature which meets in January, could take some action to meet the situation.

Alabama

Education-1934

Common Schools, Condition of

SCHOOLS TO GET $420,000 AT ONCE FROM 3-MILL TAX

Advertiser

Released By Hard Out Of Ad Valorem Collections Since Jan. 4

1-19-34

$15,299 FOR MONTGOMERY; 96 PER CENT TO TEACHERS

Montgomery,

Following the release by Comptroller J. H. Hard, Jr., from the Public School fund in the State Treasury, of $420,000 consisting of collections from the educational 3-mill ad valorem tax since Jan. 4, the total amount was apportioned at the State Department of Education yesterday to the respecive counties, on the basis of their school population.

Montgomery County's share is $15,299.42, Mobile's $15,413.61, and Jefferson's $53,094.76.

The finances made available by the Comptroller yesterday, brings the total of public school money released by him thus far since the beginning of the present fiscal year on Oct. 1, 1933—up to $2,126,205, of which amount $990,000 consists of educational trust funds.

In accordance with the provisions of law, 96 per cent of all public school money must be expended for payment of salaries of teachers. The $420,000 that has just been distributed to the 67 counties will go for the most part, it is understood, to payment of teachers' salaries already earned, the availability of this money having been anticipated by county and city school authorities.

Approximately 200 schools, with 558 teachers employed and 2,010 pupils enrolled, closed in Alabama before the first of the present year on account of lack of necessary funds. A recent survey made by the Department of Education showed that all white schools in 32 of the State's 67 counties and 14 of its 36 cities, will be closed by Feb. 1, the closings involving 4,264 teachers and 169,087 pupils.

In the city and county of Montgomery, 24 public schools will close their doors today.

Distribution to the counties of the $420,000 of public school funds released yesterday, follows:

COUNTY	APPORTIONMENT
Autauga	$ 3,486.84
Baldwin	4,439.26
Barbour	5,612.99
Bibb	3,106.37
Blount	4,764.65
Bullock	3,832.94
Butler	5,151.18
Calhoun	8,649.12
Chambers	7,170.21
Cherokee	3,536.85
Chilton	4,265.45
Choctaw	3,167.51
Clarke	4,485.24
Clay	3,142.24
Cleburne	2,249.44
Coffee	5,525.07
Colbert	5,325.50
Conecuh	4,197.23
Coosa	2,217.10
Covington	6,881.71
Crenshaw	3,863.76
Cullman	7,301.08
Dale	3,867.30
Dallas	9,655.61
DeKalb	6,821.08
Elmore	5,172.40
Escambia	4,856.10
Etowah	9,888.03
Fayette	3,061.91
Franklin	4,236.14
Geneva	4,827.81
Greene	2,925.48
Hale	4,653.49
Henry	3,881.44
Houston	6,902.43
Jackson	6,364.31
Jefferson	53,094.76
Lamar	2,990.16
Lauderdale	7,260.66
Lawrence	4,642.37
Lee	6,087.94
Limestone	6,099.05
Lowndes	5,265.83
Macon	4,369.02
Madison	9,885.01
Marengo	6,144.02
Marion	4,502.42
Marshall	6,671.52
Mobile	15,413.61
Monroe	5,244.15
Montgomery	15,299.42
Morgan	7,069.16
Perry	4,718.67
Pickens	4,288.69
Pike	5,377.03
Randolph	4,520.61
Russell	5,139.56
St. Clair	4,294.25
Shelby	4,397.33
Sumter	5,052.65
Talladega	7,969.05
Tallapoosa	5,210.29
Tuscaloosa	9,732.42
Walker	9,475.75
Washington	2,564.73
Wilcox	4,896.53
Winston	2,838.07
Total	$420,000.00

U. S. Aid Puts Teachers Here On Cash Basis

Advertiser

2-24-34

Montgomery, Ala.

Montgomery City Schools As Well As Rural Will Receive Federal Funds

New Ruling Issued

Effective In Mobile Which Also Has One System, In Dr. Harman's Opinion

The City of Montgomery, as well as rural portions of the county, is now eligible for Federal aid made available to Alabama to assure the continued operation of public schools for the remainder of the present term.

As interpreted by Dr. A. F. Harman, State Superintendent of Education, that is the meaning and effect of a supplementary order wired to the Education Department yesterday by Dr. L. R. Alderman, Educational Director of the FERA in Washington.

This order, amending and modifying the original instructions governing the availability of Federal aid allotted to Alabama to keep the schools open for normal terms provides, as it is construed by the State Superintendent, that in counties where the same educational governing body administers the affairs of both rural and city schools, cities of over 5,000 population within such counties will share alike in the division of Federal funds.

In Montgomery County that system is in effect. The School Board here has jurisdiction and administers the affairs of both city and rural schools. Mobile County's system is the same, it is understood—so that the city of Mobile will also share in funds made available by the Federal Government for schools in Alabama in the present crisis.

Ends Troubles Here

With the making available to the city of the educational funds that have been so desperately needed, the school financing troubles of Montgomery—city and county—are now behind them. It means that all teachers in the public schools of the city and county will be paid all their salaries in cash, not part in cash and part in warrants to be paid at a distant future date, a prospect all of them had faced since the schools reopened in January after being closed for ten days because of lack of funds.

It means also that from now on until the end of the present term whatever casn is needed to pay teachers in the continued operation of the schools, will be provided. In other words, whatever amount is needed in addition to that which the city and county are able to raise each month, will be furnished from Federal aid funds.

When the city schools reopened it was under an agreement between teachers and school authorities, that on each monthly pay day, they would be paid as large a proportion of their salaries as possible from funds available, in cash and receive a warrant bearing 6 per cent interest for the remainder, payable on or before Jan. 1, 1935. Now there will be no necessity for issuance of the warrants to be paid at a future date. A huge saving to both the city and county will, as a matter of course, result.

Got Warrants Yesterday

Yesterday, Montgomery teachers received salary payments of approximately 50 per cent of the amount due, it was learned, warrants being issued for the rest. In future they will receive cash for the whole amount, according to Dr. Harman's construction of yesterday's order which construction is concurred in by a number of other educational authorities.

The pay-roll for Montgomery city and county teachers totals around $45,000 a month, the proportion of this amount paid to city teachers being approximately $35,000.

The supplementary order goes even further, as construed by Dr. Harman in relieving some 12 or 15 Alabama counties from "penalties" they would otherwise have had to contend with in the administration of funds under the original rules and regulations laid down by authorities at the national capital.

The original regulations provided that when a county had not done all it could reasonably be expected to do to support its public schools by the levying of educational taxes for that purpose, then the maximum amount that could have been raised if such steps had been taken, would be deducted from the total amount of the aid that would otherwise have been forthcoming.

Under the modified regulations, as Dr. Harman understands them, the penalty provision will not apply when it is shown that the county is doing as much at the present time toward supporting its school as it has for the past several years.

Dr. Harman returned yesterday from Washington, where he conferred with Federal officials on the matter of schoolhouse construction with Federal aid. He will leave again tonight for the national capital to appear before the House committee on education and urge enactment into law of the pending bill providing Federal aid for schools throughout the nation.

Through this measure, according to the State Superintendent, Alabama should receive for assistance in operation of the schools of the State during the 1934-35 term, approximately $6,000,000. The total amount to be made available in education aid to various states where a crisis in school financing exists would be $300,000,000 under this bill which was drawn by educational administrators.

Though but little progress was made during the conference on schoolhouse building, Dr. Harman said, plans are now underway to include in the CWA program building of rural schoolhouses of the consolidated type.

On the invitation of the State Superintendent, Dr. D. T. Blose, of the staff of the U. S. Commissioner of Education, is here to clarify completely for the benefit of Education Department forces, all details in connection with administration of Federal aid for Alabama schools already made available.

Carrollton, Ala., Herald

April 19, 1934

ble Success Play ay Among Negroes

One of the most interesting days ever witnessed in the county was Saturday, April 14, when the negro teachers, children and parents gathered at Aliceville to hold the second group play day. Much of the success was due to the untiring efforts of the teachers and the coming of the "Bama State Revelers," radio entertainers from the State Teachers College, Montgomery, Ala.

Twenty-six teachers marched with more than 1200 children through the main streets of Aliceville. Banners of blue and white were carried to distinguish each school. Games, races drills and stunts were enjoyed.

Schools winning on the 7-14 were Mamiesville, Rockey Ridge, Coalfire, Stafford, Oak Ridge, Aliceville, Emory Chapel, Union Grove, Bigbee, Vienna, Carrollton, Gordo, Bradford, Pickensville, Goodhope and Noland.

5-Month School Term Predicted Here In '34-35

Morphet Informs P.-T. A. Council That No More Revenue Is In Prospect

Federal Relief Out

Harman's Aide Declares State Can't Expect To Stay On Present Basis

Alabama has little cause to hope that the financial condition of its schools for the next school year will be much better than for the present year, Dr. Edgar L. Morphet, director of the division of research and information of the State Department of Education, told the Montgomery Council Parent-Teacher Associations and Mothers' Club last night.

This, he explained, is because the Legislature will not be convened in regular session until next January and although virtually all candidates for Governor and the Legislature have declared for sufficient revenue to operate the schools, their promises could scarcely be translated into revenue before the close of the year in June 1935.

Dr. Morphet estimated that due to the natural influence of recovery, school revenues might be stepped up next year from five to 10 per cent. This, he said, would give only slightly more than the State and local revenues provided this year, without the benefit of the heavy poll tax payments, as next year will be an "off" year for elections.

In Montgomery County, he said, revenue sufficient to operate the school five to five and a half months might be expected, and it was probable that if the schools were operated beyond this time, the County Board of Education would have to issue warrants against the succeeding year's revenue, as they had done this year.

The practice of anticipating revenue, he declared, was bad. It meant, he said, that the schools had not enough revenue to operate for full terms, adding that the only answer was in more revenue for the schools.

NEGRO SCHOOL HONORS GLENN

Day Is Designated For City Superintendent At Class Exercises

Dr. C. B. Glenn, superintendent of city schools, had a day named for him by the 30th St. negro school and the Southside clinic, celebrating his interest in their work with a program yesterday.

The events of "Dr. Glenn Day" began with an inspection of the clinic at 2700 Ave. D by visitors. There, children from Cameron, Lane, Thomas and 30th St. negro schools marched to the school.

Dr. Glenn made a talk about his recent trip to Italy, as guest of the Italian government. He presented two members of the board of education, Erskine Ramsay, president, and Victor H. Hanson, vice-president, who made the trip with him.

Dr. James E. Dillard, pastor of Southside Baptist church, and Mrs. C. P. Orr were introduced as leaders in securing civic co-operation for the clinic and school center.

D. R. Price of the Birmingham Sunday School Council was one of other speakers. The city park and recreation board was represented by several workers.

The president of the negro federation of women's clubs pledged the support of her organization to the welfare movement at the community center. Dr. P. S. Moten, director of the clinic, was in charge of the program.

State's Schools Need 3 Millions Of Federal Aid

Otherwise Only 3 County And 10 City Systems Can Run Full Terms

Some To Run 3

Department Of Education Tabulates Budget For Government Information

By JOE M'COY

On the basis of budgets submitted to the State Department of Education up to last night by all but six county and four city superintendents of schools, Federal aid to the extent of between $3,250,000 and $3,500,000 will be needed to supplement State and local funds on hand and anticipated if Alabama's public schools are to remain open for normal terms during the 1934-35 session.

Those figures represent estimates made by Department of Education officials during the past school year of the amount of Federal aid financing that would be necessary to keep the schools operating for normal terms. Tabulation of 1934-35 budgets now on hand indicate that approximately the same sum will be needed this year.

Present prospects are that without financial aid, there are only about three counties and 10 cities in the entire State that can operate their public schools for normal terms during the new school year that has just begun, and that in a number of counties the schools can run for only three months or less, unless they receive help.

Data Requested

Early in the week a request was received from the education division of the U. S. Department of the Interior, asking the State Department of Education to assemble and forward as soon as possible, complete information on the anticipated income and expenditures of city and county public schools in Alabama for the 1934-35 session; how long they can operate on present and anticipated revenues, and how much money it will take to provide normal terms for those schools that cannot operate that long with funds now in sight.

At the time this request was received the general hope was expressed that it marked the first step by the Federal Government towards inclusion of Federal aid for schools in Alabama and other states where the need for it exists, in the general Federal relief program for the next 12 months.

Provision had already been made by the State Department of Education for furnishing this information. Requests were made weeks ago that every county and city superintendent of schools in Alabama forward to the department so as to reach there not later than Sept. 30, a budget for their schools for the 1934-35 session. All but the 10 budgets mentioned, had been received last night and they were expected to arrive some time today. If they do not, the superintendents concerned, will be requested by telegram to get them here not later than Monday.

To Be Completed Soon

All information asked for by the U. S. education office has already been compiled from budgets on hand under the direction of Dr. Edgar L. Morphet, director of the division of research and information of the State Education Department. The compilation should be completed Monday or Tuesday and as soon as it is, it will be dispatched immediately to Washington.

Yesterday the department received a dispatch from Bess Goodykoontz, acting U. S. commissioner of education, asking to be advised of the number of public schools in Alabama that would not open at all this year on account of lack of funds. The department replied by wire that there are none, so far as is known, that will fail to open and that the shortest prospective term for any of them with funds available, is two months.

A special committee has been appointed by Dr. A. F. Harman, State superintendent of education, composed of members of the Education Department staff, to investigate, study and consider from all angles, ways and means for meeting the financial needs of Alabama public schools. This committee is headed by Dr. John W. Abercrombie, assistant superintendent of education, as chairman, and is composed in addition, of Dr. Morphet, Dr. J. B. Hobdy, Austin Meadows and John W. Crump. The Alabama Education Association recently named a special committee to cooperate with that representing the department.

Birmingham, Ala., Age-Herald
August 9, 1934

Our County Schools

The County Board of Education deserves congratulations on its success in obtaining funds from Washington with which to forward a building program. Approximately half of the money will go to the expansion of facilities for white children, while the same amount will be used for the erection of sadly-needed schools for Negro children. The recognition of the position in which the latter have been placed is highly creditable to both local and national authorities.

No less heartening is the announcement of fuller pay for the teachers of the county system. That has been made possible we assume, through the release of funds set aside for repairs and the like now to be had through the federal allotment. But whether to be explained in this or some other fashion, the increase in pay warrants general felicitations.

NEGRO SCHOOL TO HONOR DR. GLENN

Community Celebration Set On Anniversary

"Dr. C. B. Glenn's Day" will be celebrated by the 30th St. negro school on its third anniversary at 2:30 p.m. Thursday.

"The program will honor Dr. Glenn for his interest in the school," said Dr. P. S. Moten, director of the Southside clinic for negroes, who is planning to make a community event of the celebration.

Dr. J. E. Dillard, pastor of Southside Baptist church, has been asked to deliver an address along with representatives of the city park and recreation board. Principals of white and negro schools in the city system have been invited.

Education - 1934

Common Schools, Condition of.

California

REPRESENTATIVES OF VARIOUS NEGRO ORGANIZATIONS WORK TOGETHER TO WIPE OUT INJUSTICES IN OUR SCHOOLS

FLAGRANT CASES OF DISCRIMINATION SIGHTED BY GROUP LEADERS WHO MEET WITH COMMITTEE OF SCHOOL BOARD; NEGRO VOTE ON THE SCHOOL BONDS AFFECTED

By JOHN R. WILLIAMS

Stewards, give unto your constituents that which is just and equal; knowing that they also have stewardship over some things which ye too sometimes wish exercised justly.

That in substance was what a group of Negro citizens, representing approximately a dozen different local Negro organizations, said to a special committee representing the Los Angeles School Board at an informal "round table" discussion held at the Chamber of Commerce on Monday afternoon.

The meeting brought together only a committee of the board consisting of its president, Dr. E. W. Hauck, Mr. William E. Beaudry, and Superintendent S. A. Boullee, acting as spokesman for the organization. This committee had been delegated to take up and thrash out certain grievances of which complaint had been registered by the committee of Negro citizens at a preceding conference last week. The desired ends were met, in that resolutions were drawn up then and there that were subsequently presented to the entire board in formal session and immediately adopted.

Whether or not the School Board's favorable action in this matter was due to what might be termed political expediency with respect to the School Bonds which are to be voted for or against next Tuesday is of no great moment; although Dr. J. C. Hudson, Norman O. Houston, Assemblyman F. M. Roberts and Geo. A. Beavers jr, who acted as chief spokesmen for the colored committee, impressed the board with the impending wave of indignation which might only be offset by such decisive action as was taken by the School Board and which promises to meet a situation about which there has long been reason for complaint on the part of the colored citizens of Los Angeles.

The following is the resolution as officially adopted:

Los Angeles, Calif.
March 12, 1934

Resolved, that the Board of Education affirms the principle that there shall be no discrimination or prejudices as to race, color, or creed in the selection and appointment of certified and non-certificated employees of the city schools. The board also urges that in connection with the employment of labor in the reconstruction program of the schools that the same principle be followed by contractors and others in authority.

Delaware

Education - 1934

Common Schools, Condition of.

DR. MURRAY RENAMED TO DELAWARE BOARD

Afro-American

WILMINGTON, Del. — The re-appointment of Dr. Harvey A. Murray, who has served a four-year term, to the Wilmington School Board was confirmed, last week, by Judge David J. Reinhardt, white. 4-14-34

The board is non-partisan and is composed of five white persons, along with Dr. Murray. Dr. Murray's first term expired on June 30.

Favorable editorial comment concerning the re-appointment of Dr. Murray appeared in the Evening Journal, a white Wilmington daily, recently.

Florida

Education-1934
Common Schools, Condition of.

TALLAHASSEE, FLA.
DEMOCRAT

FEB 21 1934

Checking Up On Rural Schools

Actual conditions which were found in 189 white schools of 12 Florida counties, and of 924 negro schools actually visited in 26 counties make up an interesting report just compiled by R. M. Evans, supervisor of elementary schools for the State Education department, and by D. E. Williams, state agent for negro schools.

Evans reported 21,238 pupils enrolled in the 189 white schools he visited. Actually present on the days of the visits were 16,120 pupils, which is 76 per cent of the enrollment. Evans said that in five counties superintendents' reports showed a larger average daily attendance than that actually counted, four showed more present than the average reported, and in three of the 12 counties the number present checked exactly with the average number reported.

But among the negro schools in 26 counties, almost without exception, the pupils actually counted fell far short of the average daily attendance reported from those counties by the county superintendents.

Union county, with only 34 per cent of the pupils enrolled actually in attendance, made the poorest showing of any of the 26 counties where negro schools were visited, Evans said. Seven schools were visited in that county. Washington county, on the other hand, with 93 per cent of enrolled pupils in attendance, made the best showing. Twelve negro schools were visited in that county.

The total enrollment of pupils in the 924 negro schools was given as being 36,492, with 23,586, or 65 per cent, actually present on the days the schools were visited. Superintendents' reports showed an average daily attendance of 81 per cent, Evans said.

Other conditions found at the negro schools, and which the supervisors embodied in the report, showed 20 schools being taught in private buildings, 267 in county owned buildings, 182 in churches, and 17 in lodge buildings. Only 171 of these buildings ever had been painted, 193 were ceiled, and 352 had glass windows. The others had only wooden shutters, or none at all. Patented desks were found in 155 schools, and benches in 321 others, with only 32 having window shades.

One hundred and twelve schools had more than one teacher in one room. First grade teachers were found in 23 schools, those with certificates above first grade were found in 241 schools, second grade certificates in 175, third grade in 125, and fourth grade in 457.

City water was available in 23 schools, wells or pumps supplied drinkwater at 169 schools, 43 others obtained their supply from springs, 231 drank at neighbors' wells, and 15 other pupils brought all drinking water from homes. Twelve schools had drinking fountains, 230 used glasses, 55 used on old-time dipper, and at 43 others pupils drank from pumps.

Evans said this is the first survey of this kind he has known in Florida, and it proved an interesting, authentic, and enlightening experience in obtaining first hand information as to the true conditions existing in rural schools of Florida.

CLEARWATER, FLA.
SUN

FEB 20 1934

Negro School Not Closed

THE negro schools of Clearwater are not closed. Quietly the parents of the children and others interested met pledged support and arranged with the teachers to continue at their posts. There are fourteen teachers and nearly seven hundred pupils.

The Sun has always felt that Clearwater's is the best negro population in the state, and the effective manner in which it is meeting and solving its school problem is added reason for so feeling.

Education-1934

General.

Common Schools, Condition of.

SOUTHERN SCHOOL PROBLEMS CONFRONT 1,000 EDUCATORS

WASHINGTON. — Nearly one-third of all Negro pupils in rural schools never go beyond the first grade.

Approximately 1,000,000 Negro boys and girls of school age are not in school.

Illiteracy in the southern states and the District of Columbia is 16.3 per cent among Negroes, as compared with 1.5 per cent among whites.

Eighty per cent of the Negro population of the United States which totals nearly 12,000,000 is found in 15 southern states.

The average length of term in separate schools for Negroes is 134 days. This stands in contrast to the national average school term which is 171 days.

Eleven southern states spent in 1930 an average of $12.57 annually for the education of each Negro pupil enrolled, and $44.31 for each white child enrolled. These figures are in contrast with the national average of $99 per pupil enrolled.

Educators in Session

Sobering facts such as these confront more than 1,000 white and Negro educational and civic leaders in session in Washington May 9-12 at the call of Secretary Ickes of the Department of the Interior, for the National Conference on the Education of Negroes, the first of its kind ever to be held in the United States. Dr. George F. Zook, United States Commissioner of Education, is chairman of the conference, which is under the immeditae direction of Dr. Ambrose Caliver, federal office of educaiton specialist in the education of Negroes.

Fifteen committees have been at work on various aspects of the Negro educational problem and will present their reports at the three-day meeting.

"Grave as conditions are which statistics disclose, we know the Negro education problem is much more serious than the facts available reveal," declared Dr. Caliver.

He said, "Most of our figures are for 1930 and 1931 when provisions for education of Negroes as well as general education had reached a peak of development. Information reaching the federal office of education indicates that the depression erased much progress that had been made."

Other vital facts on the problem of Negro education in the States and the District of Columbia which maintain separate schools, that will be presented to the conference are:

	White	Colored
Public school enrollment	7,444,731	2,282,578
Pupil-teacher ratio (elementary and high school)	34	44
Per cent of pupils in first four grades	54	74
Per cent of pupils in high school	16	5
Per cent of pupils living 3 miles or more from school	4.3	15.1
Per cent of children transported at public expense	18.8	1.0
Per cent of increase in high school enrollment from 1920 to 1930	176	506
Expenditure for high school transportation in six states	$5,594,942	$ 30,189
Salaries of rural teachers	$ 945	$ 388
Years of training of rural teachers beyond elementary grades	4 yrs. 8 mos.	3 yrs. 2 mos.

30,000 Negro Teachers Needed

Nearly 40 per cent of the rural Negro schools still use benches with no desks.

While 67 per cent of the Negroes live in rural areas, they have only 39 per cent of the four-year high schools. Two hundred and thirty counties in 15 states had no high school facilities for Negroes, and 195 other counties had no four-year high schools, a recent study revealed.

It is also reported that the preponderance of small colleges for Negroes tends to retard greatly the development of effective and comprehensive educational programs.

In order to bring the standards of Negro education up to the national average, it was estimated in 1930-31 that more than 30,000 Negro public school teachers were needed.

COLUMBIA, MO.
MISSOURIAN

SEP 21 1934

The Plight of the Teachers

ENROLLMENT in the School of Education of the University has dropped 5.5 per cent. There lies another phase of the problem of economic stress on the teaching profession.

One would like to be optimistic and overlook the fact that teaching has suffered with the rest of the professions since the collapse of 1929. Chicago, the second largest city in the United States could find no coins in its depleted treasury to pay its school teachers. In cities more fortunate than Chicago, school activities were reduced and so were teaching staffs. Those who suffered were the young, recently-engaged teachers.

If the salaries of city teachers were reduced—and they were—those of rural teachers were slashed even deeper. In 1930 the average salary of the rural teacher was $926 a year. In the school year 1933-34 it was $750, only a little above the wage minimum which the "blanket code" gives to unskilled factory labor. Presumably the lucky teachers got this wage, for figures released by the National Education Association indicates that 40,000 teachers received below $500 annually. And the salaries of Negro rural teachers would hardly keep a horse decently supplied with hay for a year.

The outlook is somewhat gloomy for any roseate tinting. About 40,000 fewer teachers were employed this year than last; and nearly 60,000 fewer than in 1932. Inquiries made by the National Education Association in thirty-two states as to the revenues available this year for educational purposes, reveal this:

Eighteen states reported an expected further decrease in school funds.

Eleven expected school funds would remain at the same figure a those of last year.

Only three anticipated larger revenues.

The supply of idle teachers waiting for better times to provide employment for them makes teaching a crowded and discouraging profession. Youth with an eye on the immediate future, forsakes the ferrule for more promising lines of endeavor.

FUNDS TO TEACH NEGROES ASKED

Birmingham Post

Birmingham, Ala.

Talladega College Official Says Greatly Increased Allowance Needed

12/19/34

Greatly increased public expenditures for Negro education in the South was urged by Dr. Buell Gordon Gallagher, president of Talladega College for Negroes, in an address last night before the Birmingham Forum.

Dr. Gallagher cited figures showing that Negro public schools in 11 Southern states received a total of $26,461,959 in 1932, while the white public schools of the same states received $216,718,221.

To bring the expenditure per pupil in the Negro schools up to the average for the white schools, he said, would require expenditure of an additional $39,688,000. To bring the expenditure for both white and Negro schools in these states to the average for the nation, he added, would require $431,171,266 more for the year.

"The South," he said, "should work toward obtaining Federal funds for raising the level of education, but the only equitable appeal that could be made would be one that followed the advancing of education for Negroes to a higher level."

Dr. Gallagher declared that some 300 various tests involving about 100,000 cases tended to support the theory that there is no basic differences between the intellectual capacities of the white and Negro races.

Education - 1934

Georgia.

Common Schools, Condition of.

Mayor Key and the Board of Education

Atlanta 10-24-34

THOSE staunch admirers of Mayor Key, his sterling qualities, iron courage and unswerving loyalty, regret to see an occasional schist between him and the Board of Education of the city. For some time there have been differences which neither added prestige to the board nor rendered credit to the administration of this municipality. Many times opportunities of service have been spent in useless endeavors because of this regrettable condition. Our mayor is a grand man. His contribution to the city has never been excelled. He has cut the overhead of running expenses to the bone, while, at all times adhering strictly to his budget. Many times he has saved the credit of the city by demanding that all departments come within their appropriations. Our city bonds are ready investments and there is no hesitancy on the part of the banks when they are called upon to lend money in times of emergencies. Our city has enjoyed unusual improvements and expansions. It has been beautified and gotten out of the mud as well as out of the red. Mayor Key's cooperation with the Federal Administration in these times of relief has drawn the plaudits of people all over this country. If such an administrator could find common ground to work out with the Board of Education, its problems, our school system would be one of the finest in the country.

On the other hand there are those who have made an unbiased study of our school system and its administration by the Board of Education. Atlanta boasts of one of the leading educators in the contry as head of her public school system, Dr. Willis A. Sutton, a true Georgian, possessing those fine qualities so essential to a fair and just administration of the affairs of our schools without regard to color, has made a wonderful contribution. A former president of the National Educational Association, he brings to the city a national prestige. Above all he is a school man, realizing what it means to have a worthwhile rating in his systems.

A school sytem is unlike any other department of city administration. Any school man will attest the fact that a school should have a high rating. The time given for class periods, a well rounded curriculum and the salaries paid teachers as well as the qualification of the teachers are taken into consideration when it comes to rating a system. In that a great expense is involved. The citizens of Atlanta want their schools up to the standard. A school system in our time, should not cripple the children with a questionable operation. A school run wthout due regard for its rating might as well close and quit the drive. Such a school is like a person or institution without credit. The students who finish our public and high schools should not be subjected to unnecessary criticism and embarrassment when they attempt to matriculate at other well rated schools.

There are countless children within our confines who are unable to get decent clothing for school to say nothing of buying school books. Again on the other hand, we have indifferent and ignorant parents with bright eyed children who refuse to buy books for them. Such a penalty inflicted upon the coming citizens is hardly fair. We have entered a humane system and do not think that the future of our children should be hampered because of the huge expense entailed in the operation of the schools.

It will be remembered that the qualification of teachers in our systems has been decidedly raised. To meet the rigid requirements a great expenditure of money and time is involved. These people cannot spend their hard earnings to finish college and go off to summer schools and then throw their time and talents over their shoulders. The city is aware of this and is unwilling to do the unjust thing by our teachers. Even at the present schedule, our teachers are not paid commensurate with a seventh grade education. Their time and talent represent a sacrifice they should not be called upon to bear.

Our system is a big corporation. It involves huge expense. Those on the outside, not acquainted with the many changes to be kept in tone and step, might interpret the expense as extravagance.

We do not question the mayor's wise judgment, nor challenge his interest in our schools. We grant that his heart lies close to the schools because at all times he has striven to keep the department solvent in order to be able to borrow money in times of emergencies.

An individual who pays no attention to his budget and sees the comforts and necessities of ife above his balances will soon find his way into bankruptcy.

Since we regard the interest of our children and the standard of our schools over and above the little money we put into them, if the differences between the mayor and the board hinges around the failure of the system to keep within its balances, then there ought to be more money levied and appropriated for the system.

The city's income has been hampered by the fruitless chase in prohibition. Legalized beer and whiskey would afford more revenue for the running of our schools.

It is up to the citizens to find more ways for revenue for the system if the budget is the bone of contention between the mayor and the Board of Education. This fine man and the well rounded school people in charge of our school affairs could do much for our city if they could find common ground upon which to stand.

If we cannot keep up the standards of our schools and insist upon placing the ring of a dollar above the future of our children, then we should in the name of harmony between all concerned, haul down our standards, drop the requirements we are holding our teachers to, take the books from the children, admit failure and quit.

Georgia

Education - 1934

Common Schools, Condition of

GIVE JUSTICE TO NEGRO

The Moultrie Observer comments on The Telegraph's editorial about the Negro schools. The Telegraph had showed that the county commissioners of Bibb county (Macon's county) had taken steps to secure funds to build four schools which had been provided for in a bond issue several years ago, the funds were not used at that time as intended nor as promised. The Telegraph took the position that the white man owes it to himself to see that the Negro gets justice, as the white man has proven by seventy years of injustice that neither the white man nor the Negro can get anywhere.

The Observer says:

"The views of the Macon paper coincide with the views of The Observer. The white people of the South are guilty, every day of a grave injustice to the Negro in the matter of education and opportunity. It has not helped the South financially or otherwise. Georgia is a leader in this discrimination. We have said much about "equalization of educational opportunity" but we have always meant equalization for white children. The money given to carry on educational work among Negroes, and the equipment they are given for school work, are shameful. Some will not like the sound of this. We cannot help it. Our works will be judged some day by a court where race and color and wealth are not considered. Georgia is not preparing for that judgment. Coming closer home, we will say that Moultrie is not preparing for that judgment. Our consciences are peculiar. They are keen on some things, but very dull and convenient on others."

BRUNSWICK, GA.
NEWS

FEB 7 1934

GEORGIA'S SCHOOL SYSTEM

All clear-thinking Georgians who have the interest of this state at heart and who realize and appreciate the value of education as basic to the progress, development and growth of this state should take heed to the facts outlined in Brunswick yesterday by Ralph W. Newton, superintendent of the schools of Ware county, which were most timely presented and contained food for much thought.

The startling revelation that Georgia in 1930 stood at the bottom of the list of forty-eight states and the District of Columiba in regards to scholastic education brought surprise to the faces of many who heard the educator yesterday, but it is a most familiar fact among those who know and understand the situation and conditions of the school system of Georgia.

Georgia's school system, as inadequate as it is, is now operating under antiquated laws and regulations which do not fit into the present scheme of things. There should be brought about drastic reforms in the system and the first step should be through the revamping of our tax system which Mr. Newton pointed out as dating back to "Revolutionary days." Georgians do not keenly feel the embarrassment of its school system because the majority are in no way familiar with the conditions, but once made to realize the seriousness of the situation they might drop their heads in shame and do something about it.

Georgia's teachers in many sections are going unpaid, many schools have been forced to close and thousands of children have been deprived of an education which is rightfully theirs. Those facts are brought to the attention of the people through the columns of the newspapers but they go unheeded except among those people whom they directly affect. The large cities with their larger revenue are well off compared to the rural sections of Georgia and the plight of those people seldom reaches the attention of those who are more fortunate.

Mr. Newton's suggestion regarding educational advancement in Georgia should be passed on to citizens in all sections of the state. Advocating the abolishment of the election of the state superintendent of schools, the broadening of the powers of the board of education, reform of the state tax laws and increased appropriations for schools of the state, Mr. Newton has advanced a platform for those in the legislature who are interested in the educational facilities of Georgia and taking Georgia from the bottom of the ranks of the other forty-eight states.

The message brought to Brunswickians yesterday by Mr. Newton should be broadcast to every section of Georgians. It would go far toward enlightening the people of the archiac laws under which the school system of Georgia is operating and would do much toward placing in office men who are willing and ready to cast political factionalism into the discard and work solely in the interest of Georgia and Georgians. Through them the people might find salvation and full nine-months terms in every school in the state, with more adequate and suitable environs for the 750,000 boys and girls in Georgia.

We in Glynn county have been most fortunate. While counties in other sections of the state are struggling for an existence of their schools and many have been forced to close the doors of their educational institutions, the board of education here has succeeded in handling the affairs of our county system admirably. Brunswickians and Glynn county residents should feel fortunate and most appreciative of their guidance, wisdom and their executive ability.

But what about the other 158 counties in Georgia? The rural sections in particular have suffered greatly because of the lack of finances and it all reverts to the state capitol, the antiquated tax system and the lack of revenue which would be forthcoming through a remodeling of the present taxation laws governing tangible and intangible properties. Such chances are left entirely in the hands of the legislature and Georgians should look to the voters to bring about a change in personnel of both houses to assure Georgia of a more modern system to meet the demands of the present generation.

One of the most amazing facts regarding Georgia's educational system brought to the attention of Brunswickians by Mr. Newton was this fact: That in the state of Massachusetts for every native-born white person who cannot read or write there are ten in Georgia. That does not include the negroes nor people from other states who come into Georgia, but Georgians who are native-born and should have the privilege of education no matter what the cost.

It is time Georgians awake to the realization that our school system is inadequate and antiquated and the solution to the entire problem lies in the hands of the members of the state legislature, whom the people select as their ofifcial law-making representatives.

Savannah, Ga., News
March 3, 1934

NEGRO EDUCATION COMMITTEE MEETS

Transportation of High School Pupils Considered

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Dr. V. H. Bassett, city health officer, chairman of the committee health unit, spoke at length on the advisability of special health lectures along the lines of preventable communicable diseases, and of social purity efforts among negro youth of high school age. His conclusions were that the attack should be along two general lines, instruction to the teachers, and at specified intervals brief pointed lectures to boys and girls separately. Other of the committee, Mrs. J. S. Wolfe, Rev. J. R. Rogers, E. D. Cleevland and J. G. Adams insisted that the churches and Sunday schools should be contacted likewise. Dr. Bassett, Mrs. Wolfe and Dr. H. M. Collier were named to formulate and execute a workable program.

Present were Mrs. Henry Hodge, Mrs. J. S. Wolfe, Dr. V. H. Basestt, Fred Rosen, H. S. Bounds, Rev. S. B. McGlohon, Dr. George Solomon, Rev. C. N. Perry, J. Adams, E. O. S. Cleveland, J. W. Hubert, J. F. Rogers, and Dr. H. M. Collier.

ATLANTA, GA.
CONSTITUTION

JUL 2 1934

SCHOOLS DEMAND ATTENTION.

In a recent address to University of Georgia students, Dr. Gordon G. Singleton, director of information and statistics of the Georgia educational department, declared that Georgia had some of the best and some of the poorest schools in the nation, and urged the adoption of an educational program that would include a reconstructed curriculum, able and well-trained teachers, a nine-month school term for every child in Georgia and a financial program that will guarantee that these ends may be provided.

Going into statistics regarding the inadequacy of school terms, Dr. Singleton said that last year 688 children were enrolled in schools that had a term of only 60 days; 65,311 white and 143,350 negro children were enrolled in schools having a term of six months or less, while 198,635 white and 186,320 negro children attended schools having less than a nine-month term.

Going into the matter of the teachers who are in charge of the children in these schools, he stated that there are 905 white and 2,747 negro teachers in Georgia who do not hold state certificates, which means that they are teaching under a county license, presumably because they cannot qualify for state certificates, and, in most instances, many white teachers receive only $200 per year, while there are many instances where the pay is $150. The deplorable lack of money for less than $150 penalty of all classes of workers in financing the operation of the rural schools is shown in the fact that there are many instances where the pay is $150. And even with these small salaries many white teachers in the schools are paid in order to keep the schools in operation.

Georgia

Education - 1934

Common Schools, Condition of

GIVE JUSTICE TO NEGRO

The Moultrie Observer comments on The Telegraph's editorial about the Negro schools. The Telegraph had showed that the County commissioners of Bibb county (Macon's county) had taken steps to secure funds to build four schools which had been provided for in a bond issue several years ago. The funds were not used at that time as intended nor as promised. The Telegraph took the position that the white man owes it to himself to see that the Negro gets justice, as the white man has proven by seventy years of injustice that neither the white man nor the Negro can get anywhere.

The Observer says:

"The views of the Macon paper coincide with the views of The Observer. The white people of the South are guilty every day of a grave injustice to the Negro in the matter of education and opportunity. It has not helped the South financially or otherwise. Georgia is a leader in this discrimination. We have said much about "equalization of educational opportunity" but we have always meant equalization for white children. The money given to carry on educational work among Negroes, and the equipment they are given for school work, are shameful. Some will not like the sound of this. We cannot help it. Our works will be judged some day by a court where race and color and wealth are not considered. Georgia is not preparing for that judgment. Coming closer home, we will say that Moultrie is not preparing for that judgment. Our consciences are peculiar. They are keen on some things, but very dull and convenient on others."

BRUNSWICK, GA.
NEWS

FEB 7 1934

GEORGIA'S SCHOOL SYSTEM

All clear-thinking Georgians who have the interest of this state at heart and who realize and appreciate the value of education as basic to the progress, development and growth of this state should take heed to the facts outlined in Brunswick yesterday by Ralph W. Newton, superintendent of the schools of Ware county, which were most timely presented and contained food for much thought.

The startling revelation that Georgia in 1930 stood at the bottom of the list of forty-eight states and the District of Columiba in regards to scholastic education brought surprise to the faces of many who heard the educator yesterday, but it is a most familiar fact among those who know and understand the situation and conditions of the school system of Georgia.

Georgia's school system, as inadequate as it is, is now operating under antiquated laws and regulations which do not fit into the present scheme of things. There should be brought about drastic reforms in the system and the first step should be through the revamping of our tax system which Mr. Newton pointed out as dating back to "Revolutionary days." Georgians do not keenly feel the embarrassment of its school system because the majority are in no way familiar with the conditions, but once made to realize the seriousness of the situation they might drop their heads in shame and do something about it.

Georgia's teachers in many sections are going unpaid, many schools have been forced to close and thousands of children have been deprived of an education which is rightfully theirs. Those facts are brought to the attention of the people through the columns of the newspapers but they go unheeded except among those people whom they directly affect. The large cities with their larger revenue are well off compared to the rural sections of Georgia and the plight of those people seldom reaches the attention of those who are more fortunate.

Mr. Newton's suggestion regarding educational advancement in Georgia should be passed on to citizens in all sections of the state. Advocating the abolishment of the election of the state superintendent of schools, the broadening of the powers of the board of education, reform of the state tax laws and increased appropriations for schools of the state, Mr. Newton has advanced a platform for those in the legislature who are interested in the educational facilities of Georgia and taking Georgia from the bottom of the ranks of the other forty-eight states.

The message brought to Brunswickians yesterday by Mr. Newton should be broadcast to every section of Georgians. It would go far toward enlightening the people of the archiac laws under which the school system of Georgia is operating and would do much toward placing in office men who are willing and ready to cast political factionalism into the discard and work solely in the interest of Georgia and Georgians. Through them the people might find salvation and full nine-months terms in every school in the state, with more adequate and suitable environs for the 750,000 boys and girls in Georgia.

We in Glynn county have been most fortunate. While counties in other sections of the state are struggling for an existence of their schools and many have been forced to close the doors of their educational institutions, the board of education here has succeeded in handling the affairs of our county system admirably. Brunswickians and Glynn county residents should feel fortunate and most appreciative of their guidance, wisdom and their executive ability.

But what about the other 158 counties in Georgia? The rural sections in particular have suffered greatly because of the lack of finances and it all reverts to the state capitol, the antiquated tax system and the lack of revenue which would be forthcoming through a remodeling of the present taxation laws governing tangible and intangible properties. Such chances are left entirely in the hands of the legislature and Georgians should look to the voters to bring about a change in personnel of both houses to assure Georgia of a more modern system to meet the demands of the present generation.

One of the most amazing facts regarding Georgia's educational system brought to the attention of Brunswickians by Mr. Newton was this fact: That in the state of Massachusetts for every native-born white person who cannot read or write there are ten in Georgia. That does not include the negroes nor people from other states who come into Georgia, but Georgians who are native-born and should have the privilege of education no matter what the cost.

It is time Georgians awake to the realization that our school system is inadequate and antiquated and the solution to the entire problem lies in the hands of the members of the state legislature, whom the people select as their ofifcial law-making representatives.

Savannah, Ga., News
March 3, 1934

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ATLANTA, GA.
CONSTITUTION

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Going into the matter of the teachers who are in charge of the children in these schools, he stated that there are 905 white and 2,747 white teachers receive only industrial pursuits, nothing whatever done for the teachers, while there are had b d paying the most severe instances where the pay is who were penalty of all classes of workers in than $150. even with these small sala- order to keep the schools in opera- here are many instances where tion.

WILL THE SCHOOL BE DENIED US

The board of education meets in regular session next Monday afternoon. At this time it will, no doubt, make a decision on the Haven Home question. The whites contnue to contend for it, while we are more so, feeling that by all rights, gift and otherwise, it should remain with us. The whites are contending that the school in possession of the colored people would cause a decrease in property valuation. This argument is entirely against them for the facts are just to the contrary. This school for colored children was located there years before many of the whites acquired property in its neighborhood. It seems that if they abhorred the presence of the colored children, they would not have located nearby. Their other argument about the alleviating of the crowded condition in the white schools will not hold with those who know about it, especially in comparison with that of the colored schools. The school authorities better than any one else, know of the great congestion in all of the colored schools, sufficient to utilize two more school buildings. The hope is expressed that the members of the board will consider this matter in a dispassionate way and refuse to take from the colored children that which justly belongs to them.

EXTREME SELFISHNESS

The extreme selfishness of some of our white neighbors was clearly demonstrated on Monday when a delegation of white women appeared before the Board of Education, protesting against the assigning of the Haven Home property for a colored school, but rather favoring its use for white children. The prepostrousness of the request would appear ludicrous were it not for the fact that it touches such a serious question. The Haven Home school was especially erected for the use of colored children and for all these years has been so used by the women's organization of the Methodist Episcopal Church, North. More recently it was found that the usefulness of the school in this section was impaired on account of the duplication of work, and it was consolidated with another school in Jacksonville, leaving the property vacant. Being interested in the best welfare of the colored children, it was practically given to the Board of Education for the use of these children. The board being mindful of this proposition planned for its renovation and opening at the coming fall term. In the meantime these white women are attempting to intervene by having the board violate its agreement in favor of the white children. The colored school population in the county is larger than that of the whites. The latter have well located modern buildings while those of the other children, with a few exceptions, are merely makeshifts. The white children even enjoy the benefit of bus transportation which to an extent is denied the other children. Despite these conveniences the white women with envious eyes are craving a building which rightly belongs to our children. It is unfortunate, and very disappointing to us, that Mr. Foss, a member of the board, is made to favor the white proposition, stating that it would relieve the congestion in the city schools, making the erection of another school building unnecessary. Being a member of the board, it is wondered if he is thoroughly conversant with the crowded condition of the colored schools. He should know that the detestable split and double sessions have to be used in these schools in order to somewhat accommodate the large enrollment. Does he know that the junior and senior high schools are curtailed on account of insufficient facilities to do the right kind of work. He should make himself conversant with these facts, then he would not so readily agree to take away from these humble children that which is theirs by right. It is hoped that the idea of Mr. Foss is not shared by the other members of the board.

One of the ladies of the delegation infers that there may be trouble because of the children traversing the roads. This inference is reflective. Most of the members of the delegation reside in the rural districts surrounded by colored residents, and they are not having any trouble. When the Haven school was opened there were scarcely any white persons in its vicinity, and as it is now the property on the east and south sides is occupied by colored people. The colored people feel very keenly this attempt to influence the Board of Education to take away from them a building and grounds so rightly belonging to them. The board should feel obligated to the organization through which the property was secured for the implied if not strictly recorded intention in behalf of the colored children. More than twenty years ago the board was favored when this same organization, after being opportuned by a committee of colored citizens, one of whom survives, disposed of the block bounded by Anderson, Cuyler, Henry and Burroughs streets, now used for Cuyler street school. The plea succeeded and the board secured it. This resulted in the large building on the Montgomery Cross road which white parents are now attempting to secure for themselves. In biblical times Ahab had to do with a vineyard and David cast lustful eyes. Both were punished by divine power. These may not apply during modern times, but each lesson has a moral and our white friends should at least reflect in a serious manner. It behooves our people to bestir themselves and not permit any change to be made. A strong delegation should appear at the next board meeting and in a respectful way request that no change be made.

Macon, Ga., Telegraph
March 13, 1934

M'COMMON APPROVES WORKERS ON NEGRO SCHOOLS PROJECTS

Spirit and Leadership Shown by Group in CWA Work Applauded by Chairman.

Committees for Negro homemaking schools, to be conducted in Bibb county with CWA funds, were approved by George McCommon, general chairman of the project, at a meeting at 155 Broadway yesterday afternoon.

Mr. McCommon commended Negroes for spirit and leadership they are showing in the work "for their people." On Sunday afternoon they met and made a tentative list of committees which were submitted yesterday.

Miss Pauline McKinley, director of the project for the white and Negro schools, explained the general purpose of the work. She urged that the committees try to obtain equipment "which will be adequate but not superflous, so that women in the classes will be able to practice with the same type of things they are able to use at their homes."

Well balanced meals properly cooked will be stressed in the classes, and sewing, gardening, nursing and crafts will be taught.

Miss McKinley said teachers for the white and Negro schools have been appointed.

Negroes To Serve

With the exception of Mrs. Georgia Cheatham, director of the Negro relief bureau, members of the executive committee are Negroes. They are Dr. C. W. Dyer, chairman; Frank Hutchings, Rev. J. T. Saxon, Dr. J. S. Williams, and Dr. D. T. Walton.

Dr. Williams, a physician, told of the need of Negroes to learn to work out well balanced meals, and to eat the right kinds of food. He said the majority of the pelagra cases among them is due to improper diet.

Rev. Saxon and Dr. Dyer expressed the appreciation of their people for the opportunity to have these schools. They pledged co-operation of the committees to make the schools successful.

Committees Named

The following committees will sponsor the classes at the different schools: Pleasant Hill, Alma Williams, Ruth Howard, Mrs. A. C. Ashley, C. D. Ingram and A. W. Barrow; East Macon school, J. E. Sheppard, Mrs. H. C. Richardson, Mrs. Ed Redding, Mrs. A. W. Brown and Mrs. Wesley Jackson; Tindallville and Tybee school, Hattie Ellis, Fanny Holt, Bonnie Bright, M. L. Fleming and Ida Bolton.

Unionville school, D. W. Mosley, Matthew Dubose and Mrs. Matthew Dubose; South Macon school, Lula Grier and Tom Bivins; Swift Creek school, Bennie Collins, Harriet Thorpe and Elizabeth Finney.

Rutland school, Mamie Tinsley, R. L. Woolfolk, Henry Moore, Woody Grier and Mrs. Richards; Union school, George Middleton, Mattie Howard, Hattie Tyler, James Payton and Carrie Hart and at the Lizella school, Joe Colbert and Mrs. Missouri Calhoun.

S. H. Lee and Mamie Wesley, county agents, are to serve as general supervisors; Dr. Dyer, general chairman, and Frank Hutchings, secretary.

In many of the small counties the taxes are not sufficient to bear the expense of school operation, and the funds from the state are totally lacking to make up the deficit.

This is a severe arraignment against the multiplicity of small counties in Georgia. The courthouse politicians "get theirs" but when it comes to providing adequate schoolhouses, with competent teachers to operate a full nine-month term in educating the children of the county—the money is all gone.

A meeting of distinguished citizens was recently held in Macon when an organization was formed to provide additional revenue for the schools, so that the undesirable educational condition could be corrected and the equality of educational opportunity be realized.

The task before them is one of the most important that confronts the state, and if funds for schools cannot be provided out of state funds, then the move should be made for county mergers that will eliminate useless overhead in political salaries, the keeping up of unnecessary courthouses, and divert the savings into better school facilities and reasonable pay to teachers.

Education-1934

Illinois.

Common Schools, Condition of

Chicagoans "Dig In" For School War

2,000 White Parents Order Children To Go On Strike

Planet

RESENT COLORED IN HIGH SCHOOL

10-20-34

Mayor Refuses to Transfer Colored; To Stick To Guns

Richmond, Va.

CHICAGO, Oct. (ANP)—When the parents of 2,000 white pupils at Morgan Park High School ordered their sons and daughters to strike last Monday morning, they seemed to have laid down the guage of battle in a war over planned segregation in the public schools against all Negro and white citizens who believe in fair play.

For the sake of the record, it is necessary to state that Morgan Park is a suburban subdivision in which the whites have adroitly contrived to fashion residential segregation. Most of the colored residents live to themselves "across the railroad tracks."

For sometime there has been an effort on the part of most of these whites to devise a method by which they could force all the Negro children to go to schools set aside for them and thus prevent mixing between white and colored children.

"DUMPING GROUND"

As part of the plan, the Shoop Elementary school was built. It was not necessary, but it was so districted that it served as a dumping ground for colored grade-school pupils. There are not enough colored pupils to fill the grade school. Nor are there colored high school pupils to warrant a special high school for them.

100 COLORED

Morgan Park high school has in excess of 2,000 pupils. Less than one hundred are colored. The school has facilities for 1,500 pupils. But more than two hundred white pupils come from adjacent towns not in the Morgan Park high school district.

Whites who complained that the Morgan Park school was overcrowded made no effort to dislodge the white pupils from outside territory, but worked with certain of the school officials to see that the colored high school pupils were transferred to the Shoop elementary school.

TRANSFER COLORED

The colored pupils were transferred but when their parents protested and the protest was carried to the Mayor, something happened and the colored pupils were allowed to return.

The whites then held indignation meetings and organized to foment a strike of the white pupils which began last Monday.

BESEIGE MAYOR

Thursday morning, two meetings were held with Mayor Edward J. Kelley. Two hundred whites overflowed his office complaining of the overcrowded conditions at the school and demanding action that would relieve the congestion by getting rid of the colored pupils. They even included transfer of some of the white students in the plan which would oust all the colored pupils.

The Mayor informed them that he would stand for nothing that was unconstitutional and that the problem was one to be handled by the board and superintendent of education.

After the all-white group had seen the Mayor, another group composed of white and colored people was admitted to his office. This group protested against any plan which would involve endorsing the principle of segregation in the schools. The Mayor promised to stick by the constitution.

PRO JIM CROW

White sentiment in Morgan Park is preponderantly in favor of segregation. The few whites who have had the courage to stand up for what is right are being socially ostracized by the majority element which includes two judges, Donald McKinlay and Cecil Smith, and several lawyers.

Parents of the colored children state that they are prepared to fight to the last ditch and threaten to take any injustice to their children to the courts. Representative Charles Jenkins is legal advisor to the group.

Communications have been sent to the bar associations regarding the activities of the white judges and lawyers who are aiding the scheme to violate the law to impose segregation on colored pupils.

The Chicago Inter-racial Commission, led by Dr. A. G. Falls, which has been most active in the fight, states that the situation in Morgan Park is only a reflection of the wishes of some persons in the school system who desired establish a unit of segregation in the system as an entering wedge for Jim Crow on a wider scale in the near future. They look forward to conflict soon when the new Wendell Phillips High school is opened, so situated as to serve most of the high school pupils in the colored district.

With the backing of the parents, the Commission intends to take to court every act involving an effort of the school officials to illegally force the children of Negro citizens to attend Wendell Phillips.

CHICAGO, ILL.
NEWS
OCT 9 1934

STRIKING PUPILS TO TAKE PETITION TO MAYOR KELLY

Parents Agree at Mass Meeting to Morgan Park High Demonstration.

Students of the Morgan Park high school, on strike with the approval and support of their parents in a protest against overcrowded conditions, will march on the city hall tomorrow to present resolutions to Mayor Kelly and the board of education demanding reestablishment of a branch in the Shoop elementary school near by. Two thousand students stayed away from classes yesterday.

The resolutions were passed and the agreement to demonstrate was reached at a mass meeting of over 1,000 parents and Morgan Park community leaders in the gymnasium of the Morgan Park Military academy last night.

Want Colored Pupils Moved.

Speakers at the meeting were frank in declaring that along with the reopening of the Shoop branch they wanted colored students of the freshman class assigned to it as in the past, just as white students of the freshman class are now forced to attend another branch in the Clissold elementary school.

The Shoop branch was abandoned by the board of education for this year's term after parents of Negro children protested that its maintenance constituted discrimination. The charge of discrimination is no less true, speakers last night asserted, of the rule still in effect for white freshmen still being forced to go to classes in the Clissold branch, although overcrowding at the main high school building is the real issue.

McCahey Charges "Politics."

The meeting and the protests were laid to politics by President James B. McCahey of the board of education, who said no board action was contemplated.

A warning that continued absence from classes may result in failure to acquire credits required for college was issued by Supt. William J. Bogan.

Among speakers at the mass meeting were Judge Cecil Smith of the Municipal court, Judge Donald S. McKinlay of the Criminal court. Mrs. Edward F. Joyce, 1811 West 104th place, formerly a Ridge Park commissioner, and Attorneys R. M. Bennett, 9060 Pleasant avenue, and Fred L. Steers, 9155 South Hoyne avenue.

Students Return To School As Morgan Park Strike Ends

By DEWEY R. JONES

ALL seems to be quiet on the Morgan Park front since the city authorities, headed by Mayor Edward J. Kelly, superintendent of schools, Wm. J. Bogan, and president of the school board, James B. McCahey refused to be stampeded into setting up a jim crow school in Morgan Park just to satisfy a group of disgruntled agitators.

Monday morning white children who had been on strike returned to their classes and the school had settled down to normal routine by Tuesday. If white parents of Morgan Park and Beat Ridge Society will leave the children alone, the situation will work itself out to the satisfaction of everyone concerned.

For the first time in the history of Chicago citizens of the Race have come together on an issue and have stood fast for the legal way of doing things. If this procedure is followed in other cases many of the difficulties affecting race harmony will minimize themselves.

The Schulze Baking Company, makers of "Butternut" bread, and of fine cakes, was drawn into the controversy through the use of one of its sound trucks to attract advocates of jim crow to a meeting. The company has explained this by stating that its truck was loaned to the 59th street chamber of commerce, and that this group in turn loaned it to a member of the Morgan Park committee. This seems to be substantiated by an exchange of letters between the company, the chamber of commerce and one Allan Armstrong—the latter editor of a local sheet that has lent its support to the jim crow movement and has done much to stir up racial strife in the Morgan Park-Beverly Hills district.

Following the mention of this truck incident in last week's Chicago Defender, at least 19 stores in Morgan Park at once discontinued selling Schulze products, it was revealed this week.

At a meeting of the executive board of the Women's City Club this week Miss Florence Eldridge caused to be adopted a resolution condemning all forms of segregation in the city schools. Miss Eldridge, an executive of the Y. W. C. A., Central Branch, was acting for the Interracial Commission of the City Club of which she is chairman.

But out of all the chaos, has come the conviction that Mayor Kelly will stand up for justice and for fairness when and where the situations demand. That is a great consolation to voters throughout the city who have been so accustomed to their chief executives falling down at crucial moments when a word from them means so much to the peace and harmony of a community.

Education - 1934

Kentucky

Common Schools, Condition of.

LOUISVILLE, KY.
COURIER JOURNAL

FEB 21 1934

THE SCHOOL BILL.

To the Editor of The Courier-Journal.

I wrote an article to your paper several days ago criticising some of the things contained in the School Code, which is before our Legislature at present for passage. I have had a number of replies through your paper, some approving, some criticising, for which I have no reply. I have no criticism to offer against any person connected with the issue mentioned, but against the act itself. Since writing before, I have obtained a copy of the code above mentioned for passage. I have studied it carefully, and find many good features contained therein.

The main points at issue that I am opposed to are: First, the State Superintendent and School Board to be created of seven members are to have complete control of our entire school system, concerning property and every detail of the school work.

The following is a quotation of Article No. 3 of the State Board of Education. "There is hereby created a State Board of Education which shall have under its jurisdiction, the management and control of the common schools. Management and control of higher education for Negroes, and the management and control of vocational education and vocational rehabilitation." If this goes into effect in its present form, the State Superintendent and School Board have the power to abolish every local school in the State, if they so desire, and form consolidated schools in every county, imposing taxation on the patrons and everyone alike, sufficient to accomplish the end, and there could be no appeal or rebuttal to prevent them.

If there is an amendment added which provides that no act of the State Superintendent or School Board contained in the code shall be binding against a majority vote of any district or districts effected by the issue in controversy, that is the true spirit of Democracy, and no doubt will prevent us from future trouble.

Second, I am opposed to stipulating a fine of $10 for the first offense, $20 for the second for non-attendance, because I think it will be very detrimental to the school work. I am convinced by past experience that the compulsory school law has already been exercised entirely too much, many children have been dealt with in such a way that has hardened them against law enforcement, and is leading them toward becoming habitual criminals. Many of them have been placed in detention homes where conditions are very much unsuited to the rearing of the child. No doubt many of them will become habitual criminals on account of the treatment received therefrom.

When you place a child under arrest and impose the penalty of the law upon him, just that moment he is started in a criminal career. Who wants to answer at the bar of justice of God for developing criminals in our public schools? Instead of a truant officer coming to the home with the power of arrest, there should be an attendant agent appointed to investigate and find the reasons for non-attendance, and in extreme cases I believe that the law of child desertion could be applied.

There is an inherent desire in the hearts of every individual for freedom, and it is God-given, and should be encouraged as long as one attempts to live within the spirit of the laws of our country and general society.

There should be thousands of protests sent to the several Representatives at Frankfort by the patrons and others without delay against this code in its present form. The bill will be put to a vote for passage in a very few days. There are many more things I would like to say, but time and space does not afford me.

Louisville. G. F. HATCHER.

Louisville, Ky. Courier-Journal
April 15, 1934

Negroes Assist In Passing School Code

Elementary Branch and Normal Colleges Need More Money.

By W. S. BLANTON
Of State Industrial College for Negroes

Frankfort, Ky., April 14.—The educational leaders for Negroes of Kentucky have contributed their bit by co-operating in the recent campaign resulting in the enactment of a new school code by the 1934 Legislature. We simply did our duty in a worthy cause, but we cannot afford to stop here.

We cannot afford to lose sight of the immediate needs of the Negro schools. Our two State colleges have done valuable and constructive work in training of teachers for our public schools, but they are seriously handicapped by a lack of funds.

Negro elementary schools in the small towns and rural districts are asking that our State's equalization programme be expended to include them more liberally.

Our public school teachers are required to have a higher standard of efficiency to hold their positions. Many of our high schools are demanding higher type of training than can be obtained at either of these institutions. Many ambitious young men and women of our group, who need training for other professions and skillful vocations, are anxiously hoping that some provisions will be made for them when our new educational code is put into practice.

High school faculties should be provided that will prepare our youth to take his place as a productive citizen in his community or to enter college. The Negro needs more intelligent home-makers than professional leaders. These should be taken care of in our State's programme for the vocational agriculture, home economics, and trade industries, because our changing civilization has forced the unskilled laborer to become a public charge.

LOUISVILLE, KY.
TIMES

AUG 29 1934

5 NEGRO SCHOOL BODIES NOTIFIED OF ABOLITION

Frankfort, Ky., Aug. 29 (AP)—Dr. James H. Richmond, State Superintendent of Public Instruction, today notified Negro Boards of Education in five cities they have been abolished and that their affairs will be taken over by the white boards of the cities.

Superintendent Richmond said the Negro boards were abolished by the educational code enacted by the 1934 Legislature. The boards are in Shelbyville, Princeton, Earlington, Hickman and Hopkinsville. Superintendent Richmond said boards at Shelbyville, Princeton and Hickman already have turned over their affairs to the white boards.

Louisville, Ky. Courier-Journal
August 30, 1934

FIVE NEGRO SCHOOL BODIES ARE ABOLISHED

Frankfort, Ky., Aug. .29 (AP)—Dr. James H. Richmond, State Superintendent of Public Instruction, today notified Negro Boards of Education in five cities they have been abolished and that their affairs will be taken over by the white boards of the cities.

Superintendent Richmond said the Negro boards were abolished by the educational code enacted by the 1934 Legislature. The boards are in Shelbyville, Princeton, Earlington, Hickman and Hopkinsville. Superintendent Richmond said boards at Shelbyville, Princeton and Hickman already have turned over their affairs to the white boards.

Education-1934

Common Schools, Condition of.

Louisiana

New Orleans, La., Item
November 18 1934

Negroes Ask Aid

School Needs Are Cited

The petition of New Orleans Negroes to the parish school board presented at the board meeting Friday night, shows the Negro schools of the city to be overcrowded, inefficient because of limitations on personnel and equipment, inadequate in scope, physically dangerous and socially unwholesome.

The memorandum was presented by P. P. Creuzot, president of the Colored Educational alliance, and was signed by representatives of several Negro fraternal and civic organizations.

It contained statistics to show need for 30 additional classrooms in six of the schools and 66 additional teachers in 14 of them. Others follow:

Schools Overcrowded

Thomy Lafon school, enrollment 3864, has 1569 more pupils than seats, and 64 teachers, each required to carry a load of 63 plus, the report stated. McDonogh No. 36, with 14 teachers for 1200 pupils, has seating capacity of only 644. In Danneel school one teacher has 124 pupils, another 134 and another 150 on part time attendance.

Fisk school has 278 more pupils than seats. Three grades at Craig have more than 80 pupils per teacher and three more than 70. Non-promotion is high. Williams school 1 B class has 110 on 48 seats; 1 A has 120 on 48 seats. McDonogh No. 32 has one-third more pupils than seats; Valena C. Jones 560 more pupils than seats; Dunbar 126 more; Johnson 171 more.

Promotion Failures

Students who failed of promotion the report resumed, varied between the schools from 50 to 708. "The heavy non-promotion seems to be due to heavy load of teachers, crowded conditions, and lack of kindergarten," the report commented.

Overcrowding and lack of teachers, the petition stated, lead to increasing the number and duration of repeaters, congest the grades where repeating is most frequent, lead to truancy, make discipline difficult, increase maintenance costs and create an atmosphere conducive to juvenile deinquency and crime.

Recommendations

The following recommendations were made:

"1. That the teaching load for colored schools be reduced to normal educational requirements.

"2. That the elementary schools be placed nearer the children attending such schools. It lessens the danger and expense. For example, the children of the fifth, sixth and seventh grades from the Fourth ward are forced to travel a distance of more than a mile across the heavy traffic on North Claiborne avenue and the Southern Railway tracks.

"3. That an elementary school be erected in Pailet land.

"4. We further recommend that the fire-trap buildings in the system such as Marigny, Arthur P. Williams and James Lewis be replaced by fire-proof buildings.

Want New Building

"5.—That the antiquated, inadequate and ill-located high school, McDonogh No. 35, be relocated and supplanted by a more modern and better equipped high school building.

"6. Convenient training.

"7. Night high school.

"We ask that brick buildings be erected to replace Hoffman and Wicker, the present junior highs, which are far too inadequate.

"Due to the fact that the mass of Negroes are laborers, in order to be trained and to become skilled in their vocation, we urge the early erection of the trade school for the colored group.

Ask Kindergarten

"Inasmuch as the present trend of educational system is to make provisions for the pre-school children, and since there are no such provisions for the colored pre-school children in New Orleans, we recommend the including of kindergarten training for the colored pre-school children.

"We are aware of the fact that the schol authorities know of these antiquated, inadequate, unfortunate and embarrassing conditions herein mentioned. We appreciate all the steps which the board is now putting forth to relieve the same, but we pray that any emergency relief instituted shall not be made permanent. Especially do we refer to the erecting of the 'temporary school' on Thalia and South Roman streets."

The petition, adopted at a mass meeting in October, was signed by the following:

Colored Educational Alliance, P. P. Creuzot, president; New Orleans branch, National Association for the Advancement of Colored People, James E. Gayle, president; First District Baptist association, Rev. G. H. Hendricks, president, Rev. B. Jolicour, vice-president; Parents and Teachers' council, Mrs. V. C. Huntley, president; Isabella Hume Community Center, N. A. Holmes, director; People's Community center, Dean Robert B. Hayes; New Orleans Medical, Dental and Pharmaceutical association, A. W Brazier, M. D., president; Grand Lodge Knights of Pythias of Louisiana, S. W. Green, grand chancellor; Sacred Heart Court No. 60, Ladies Auxiliary, Knights of Peter Claver, Oneida M. Brown, grand lady; Federation of Civic Leagues, A. J. Hardin, M. D.; Louisiana Weekly Publishing company, C. C. Dejoie, president; Unity Industrial Life Insurance company, C. C. Dejoie, president; Interdenominational Ministerial Alliance, Rev. F. G. Green, president; P. P. Creuzot, chairman, mass meeting.

Maryland.

Education - 1934

Common Schools, Condition of.

Maryland Whites Rob Children of Equal Public School Facilities

Afro-American 9-29-34

Survey of Parent-Teacher Associations Shows Shorter School Terms. Colored Teachers' Pay Is 50 Per Cent of Whites. Colored Schools' Equipment One-half that of Whites.

From a bulletin released by the Maryland Federation of Parent-Teacher Associations. Emolin V. Pettigen, executive secretary, Bryans Road, Md. The association will hold a conference Sunday at 2 p.m., in the Baltimore Y.M.C.A.

The School Term Is Shorter for the Colored Than for the Whites.

Legislators and administrators apparently assume that colored children can learn in eight months that which requires nine months for the whites, for the school law provides a minimum term of 160 days for the former and 180 for the latter.

Baltimore, Md.

The average number of days in session for 1932-1933 was 186.4 days for white county high schools but only 173 days for colored county high schools; and 187.7 for white elementary schools, but only 167.8 for colored elementary schools. During the seven years of elementary schooling, most colored elementary pupils lose the equivalent of a year. In 1932-1933 the colored high schools of four counties averaged less than 165 days and those of 17 counties averaged less than 180 days with only seven counties averaging over 180 days. On the other hand, no county averaged less than 180 for the white high schools and only one (Worcester) averaged less (179.7 days) than 180 for the white elementary schools.

Schools Are Less Accessible for the Colored Children

Excluding Garrett County, which has a negligible colored population, there are 489 colored elementary and 26 colored high schools in the other 22 counties as compared with 814 white elementary and 142 white high schools for the same territory. This means that colored children are farther from schools, on the whole, than are the whites. Baltimore and Howard Counties still have no colored high schools, and St. Marys County is offering two years' work this year after having let the two classrooms, which colored people financed and constructed themselves, remain idle for two years because the county would neither supply them with a teacher nor permit them to hire one themselves. Furthermore, Baltimore County's system of elimination by means of examination is well known.

Transportation Is Inadequately Provided for the Colored Children

In the face of greater distances from school, in 1932-1933 only 4.7 per cent (847 elementary and 502 high school pupils) of the colored school enrollment was transported as compared with 33.7 per cent (28,750 elementary and 10,209 high school pupils) of the white. For the most part, only a part of the cost of transportation came from public funds. Note the following differences in disbursements from public funds for transportation:

	White	Colored	
Elementary pupils	$493,736	$17,335	Over 34 times as much
High School pupils	234,331	12,873	Over 18 times as much

Furthermore, the absence of consolidation of colored schools seems to indicate that administrators believe that consolidation is good for the whites, but bad for colored.

Laws Are Not Always Enforced

In many counties attendance laws are not enforced, as discrepancies between the school enrollment and the school census, and a lower per cent of attendance indicate. Moreover, superintendents have been known to close schools because of poor attendance or small enrollment without transporting pupils at public expense as the law provides.

Material Conditions of Colored Schools Are Inferior

A comparative study of the value of equipment in white and colored high schools of the same size in the same county reveals alarming disparities as the following table shows:

Laboratory Equipment for the following fields	Value in White High Schools Studied	Value in Colored High Schools Studied	No. of Times Value in White H. S. Exceeds that in Col. H.S.
Commercial	$ 2,170.00	$ 22.50	96.4
Music	2,150.00	245.00	8.7
Science	6,090.00	1,763.50	3.4
Agriculture and Manual Training	2,050.00	322.00	2.4
Athletic	915.00	380.00	2.4
History	795.00	332.50	2.39
Library	13,334.25	5,849.52	2.27
Home Economics	1,160.00	1,053.00	.70*

*This discrepancy is due to the facts that (1) only five of the twelve white high schools in this group have courses in home economics and (2) the Salisbury Colored High School equipment alone is valued at $300, whereas the white high school at Pittsburgh in the same county has no home economics department.

The Curriculum Needs Modification

Much of the required mathematics does not meet the needs of the pupil population of the schools. The academic course still predominates, whereas, as a rule, other courses such as the general and vocational would prove more beneficial in most of the counties.

The complete absence of commercial subjects is undesirable. Courses in music are too few (only 23 per cent offer them), and often lack the richness and fullness which is demanded by the colored people's natural ability and love for music. Physical education should be offered more widely. Heavy high school mortality rates are due largely to inelastic curricula.

In Law and Practice the Salaries of Colored Teachers Are About One-Half Those of the Whites

If equal pay for equal work be a valid principle, then why do we find the following minimum salary scales based upon similar educational requirements written in our laws?

MINIMUM SALARY FOR HIGH SCHOOL TEACHERS AND PRPINCIPALS

Yrs. of Experience	Regular Assistant		Principal of First Group School Having: Less than 5 Assistants		5 Ass'ts. & 100 Attending		9 Ass'ts. & 200 Attending	
	White	Col.*	White	Col.*	White	Col.*	White	Col.*
0-1	$1,150	$650	$1,550	$760	$1,750	$840	$1,950	$320
2-3	1,200	640	1,650	760	1,850	840	2,050	840
4-5	1,250	720	1,750	880	1,950	960	2,150	960
6 years	1,300	720	1,850	880	2,050	950	2,250	960
7 years	1,300	760	1,850	960	2,050	1,040	2,250	1,040
8 and over	1,350	760	1,950	960	2,150	1,040	2,350	1,040

*Calculated upon 8-month basis—the minimum required by law.

MINIMUM SALARY FOR ELEMENTARY TEACHERS AND PRINCIPALS

Yrs. Experience	White teacher	Colored teacher	Principal with 2 Ass'ts. White	Colored
1-3	$ 950	$520	$1,150	$520
4-5	1,050	560	1,250	560
6-8 (whites) 6-7 (colored)	1,100	600	1,300	600
9 plus	1,150	680	1,350	680

The foregoing tables do not include the present salary cut of from 10 to 12 per cent which existed last year and this year.

In 1932-1933 the average salary per white high school teacher was $1,525, as compared with $837 for the colored; that for the white elementary teacher was $1,225, as compared with $657 for the colored elementary teacher. Thus the average elementary teacher after having had the fees for the retirement fund deducted, and after paying at least $20 for board and lodging, has had about $38 left for all expenses, for professional training, for purchase of books and to exist over a three or four months' vacation. Howbeit, at present she has 10 per cent less or about $30 per month to live on.

Certification of Colored Teachers is Approximately Up to That of the Whites

In October, 1933, of the 704 colored teachers employed in the counties of Maryland, 689 or 97.7 per cent held regular first grade certificates, and 2,757 or the same per cent of the white elementary teachers held first grade, principals, or advanced certificates. Ninety-four teachers, or 93.6 per cent of colored, and 97.54 per cent of white high school teachers held regular high school certificates. Hence, we see that in the elementary schools we have the same percentage holding first grade certificates or above, whereas in the high schools there is a very slight difference.

The Cost Per Pupil Is About One-Half That of the Whites

Such disparities as are stated above are expected to result from the present differences in the cost per pupil belonging (excluding general control) for white and colored pupils. In 1931, 1932 and 1933 the cost per white high school pupil was $99. $95 and $82.35 respectively, as compared with $47.31, $48.58 and $44.34 respectively, per colored high school pupil. The cost for the same years was $50, $49.27, $46.82 per white elementary pupil, as compared with $25.09, $24.97 and $24.12 per colored elementary pupil.

In 1932-1933, the cost per normal school student to the state, was as follows:

School	Day Student	Boarding Student
Towson (white)	$347	$592
Frostburg (white)	438	620
Salisbury white)	435	666
Bowie (colored)	255	369

Can we rest peacefully when such educational inequalities face us on every hand?

Talk May Cost Principal Job, Teachers Think

Afro-American 9-29-34

State Association Fears Authorities Will Act Against Miss Pettigen.

Baltimore, Md.

HUFFINGTON FLEAS AS ANSWERS ARE SOUGHT

General Strike Hints Get No Hearing at Meet.

BALTIMORE—Fear that Miss Enolia Pettigen, principal in the county school system, will be fired for her citation of discrepancies in the Maryland county schools, was expressed at the final meeting of the Maryland State Colored Teachers' Association Saturday.

Miss Pettigen showed the need of improvement of buildings, supervision, and materials in a paper that she read at one of the Friday morning sessions, and J. Walter Huffington, white, supervisor of colored education, was present at the time.

The principal stated that she had submitted the paper to Mr. Huffington, but, so far, he has failed to offer any comment on it.

Huffington Silent

Mr. Huffington was asked why he had not made any comment on the paper, but he declined to answer his questioner. "You will have to get that information from the head of the schools," he said.

On being further questioned, Mr. Huffington declared that he did not want to be abrupt, but he could not answer any questions.

"From whom shall I get your answer?" insisted his questioner.

Without making a reply, Mr. Huffington seized an umbrella, which was lying on the floor, and ran from the scene.

"Gethsemane Known"

Twenty-four hours later, teachers were saying that Miss Pettigen's job is being threatened, and

H. S. Wilson, retired supervisor, declared that he knows something of the "Gethsemane" through which Miss Pettigen must pass.

Mr. Wilson stated that, eight years ago, he was forced to give up a job held in Somerset County for taking steps similar to those of Miss Pettigen.

Plans Submitted

Other teachers asserted that they, too, know of what is brewing for the woman principal, and many of them attempted to submit plans for action in her behalf.

Some hints of a general strike, if Miss Pettigen is discharged, were voiced, but were not definitely accepted.

Francis M. Wood, director of colored schools in Baltimore, stated that he is willing to go as far as anybody else in defense of Miss Pettigen, but he would like to know whether there is any real danger.

It was finally agreed that the executive committee would be given the power to act, to any limit, in behalf of Miss Pettigen, should any hostile move be made by state authorities.

1038 Memberships

Reports of the association indicate that 1,038 memberships were taken out in 1933-1934, and a total of $909.45 was collected in fees. Of the total amount collected, disbursements amounted to $530.61.

All of the old officers, with the exception of Miss P. Bernice Jones, secretary, were re-elected.

The staff now is Carrington L. Davis, president; Doswell E. Brooks, first vice-president; Lula D. Ward, second vice-president; Frank B. Butler, treasurer; Miss Theresa Douglas, corresponding secretary, and Joseph C. Parks, executive secretary.

All meetings were held in the Douglass High School at the invitation of the Baltimore school system.

New Jersey

Education - 1934

Common Schools, Condition of.

NEWARK, N. J.
EVENING NEWS

FEB 7 1934

Montclair to Get School Tilt Advice

Will Retain Counsel to Meet Negroes' Discrimination Complaint

President Richard T. Greene of the Montclair Board of Education was authorized at a board meeting last night to select an attorney to represent the board at a hearing which may be held before the state commissioner of education on charges of discrimination filed by the parents of eight Negro school children.

A petition has been filed with the state commissioner by William P. Allen, Negro attorney, representing the four families involved in the matter. The school authorities have been called upon to answer the petition by Monday. If the commissinoer decides conditions warrant a hearing it probably will be held next week.

The petitioners, leaders in the town's Negro community, have been active in opposition to the board since the rearrangement of school districts last year upon completion of Glenfield School. They contend the new lines were so drawn as to segregate the Negro children, removing many of them from Hillside and Nishuane schools to Glenfield, which, in some cases, meant the children had a greater distance to go to and from school.

White children whose homes are within the new lines have been granted transfers in many cases from Glenfield to one of the other nearby schools, whereas applications for transfers for fifteen Negro children have been denied it is charged.

Tells of Transfers.

The board, during the course of the prolonged disagreement with those involved in the action, has been emphatic in its denial of discrimination against children of any race, nationality or religion. Superintendent Pickell pointed ou tthat of the fifteen transfers granted, seven were for Negro children and eight were for whites.

In answer to one of the contentions of the Negros that their children were being discriminated against in that the curriculum at Glenfield School did not provide French and ancient history for the ninth grade, as the curriculums of other junior high schools in the town do, the school authorities provided these studies.

The appellants in the petition filed by Allen are Dr. and Mrs. John A. Kenny, Mr. and Mrs. Richard Stone, Mr. and Mrs. Garfield Leslie and Mr. and Mrs. Eldon Wilkerson.

The board will meet in conference Tuesday night, probably with the attorney selected by Greene.

Education - 1934

Common Schools, Condition of.

New York.

NEW YORK SUN

SEP 7 1934

Harlem Schools Face Change

'Activity Program' Suggested by Schlockow to Begin Complete Reform.

Complete reorganization of the education program offered in the Harlem schools is recommended by District Superintendent Oswald Schlockow in his annual report, which declares the present curriculum is not suited to the needs of the boys and girls of that district. He advocates an educational program based on "expressive activities" and including manual arts as well as traditional subjects.

Dr. Schlockow, in his report, points out that the two districts under his supervision—Nos. 10 and 12—"shelter a diversity of races and peoples" and that it would be a mistake to base the curriculum on a mythical "average child."

"In many cases the subsistence level is low," he writes. "Poverty and congestion, tragic twins, are accompanied by the well recognized problems of social maladjustment, educational retardation and juvenile delinquency.

"Upper Harlem," he continues "has special educational, social, ethical, academic and vocational needs, and these must receive special attention in terms of those needs.

Thorough Reform Needed.

"So far as the schools are concerned, this does not mean that the mere adjustment or modification of existing courses of study, or of present administrative technics will answer present needs. Reform must be a thoroughgoing undertaking, no patchwork; a new garment that will offer protection against the chill of future penury, want and unhappiness, and be an adornment of becoming dignity and worth for the individual for whom it is intended."

Dr. Schlockow, in his report, emphasizes that the reorganization of the Harlem schools to serve its students in terms of their future needs does not involve the neglect of the necessary tools of education —reading, writing, arithmetic, social sciences, appreciation of art and mastery of scientific technic.

"These subjects, however, should be made to revolve around a core of expressive activities—manual arts, excursions, field work, to which they should be related in practical and interesting ways," he contends. "The final goal before us in these districts is that of all worthwhile school endeavor—the making of happy, successful and worthy men and women."

A Traveling School.

One of the plans proposed for he children of the two districts is described by Dr. Schlockow as a 'school of the great outdoors." An experimental group of carefully selected boys, under the direction of a qualified teacher, will study a given region of New York and its environs during the winter months. Work in history, geography, nature work, reading, composition and arithmetic will be studied in connection with this section.

In May or June the group will spend two weeks in the region they have studied. The expenses for the trip will be collected during the winter months. Special periods will be set aside during the trip for formal study of subject matter.

Another project will be a course of lectures for teachers on "Understanding the Negro," to include the history of the Negro, with particular reference to the social, economic, educational and vocational problems confronting him in Harlem.

A third plan is for "integrated social service" in the two districts. Dr. Jacob M. Ross, principal of Junior High School 139, Manhattan, has organized a committee consisting of parents' organizations, religious organizations, educational groups and chambers of trade and commerce, in an effort to improve sanitation, health, safety, crime prevention, vocational placement, home relief and child guidance in the neighborhood.

Education-1934

Common Schools, Condition of.

North Carolina

ROCKY MOUNT, N. C.
TELEGRAM

FEB 17 1934

The Future Of The Schools

It is the opinion of this newspaper that, in spite of the heavy reductions in amounts expended for public education in North Carolina, that the basis has been laid for the most progressive system of education this State has ever witnessed. We make no bones about the fact that only the basis has been laid. Whether we take advantage of the opportunity available for progressive education touching every child, white and colored. within the State depends largely on ~~the attitude~~ of men and women in places of influence.

The temptation to accept the alluring prospect of Federal funds to assist the State in providing education for its children is a great one, one to which numbers of people are certain to succumb, but the dangers of such a course are too obvious to be ignored. For the moment the trend is directly toward State-Federal appropriations for every function of the State and sentiment is growing everywhere to dig hands into the Federal treasury in the blind belief that we can pass the responsibility for paying our debts to someone else. Politicians are crying out against a tax burden borne by the poor, benighted population and, in the same inconsistent breath are clamoring for higher wages for teachers to be paid from taxes that in the end must come from the pockets of the people. This newspaper believes that a much higher wage scale for teachers is essential for any adequate school system, is required before the best talent can be attracted to the ranks of the teachers. But the fact is not altered that whatever is paid teachers is money that North Carolina must procure from legitimate sources. Nor can we forget the fact that from the same sources must come the money to maintain other departments of the government to meet fixed charges. With general improvement in businss conditions, a general increase in revenues should be available.

But the fact is both obvious and fundamental that class government has no part in a democratic form and that justice in taxation means only that levies are to be made on all citizens in accordance with their ability to pay, and that spending should be directly in proportion with the ability of the Government to collect.

Discussions of the changing purpose of education are always valuable and necessary and a constant growth within the schools is demanded of any system that meets with the needs of North Carolina as a whole.

The function of the public schools is to prepare boys and girls for the responsibilities of parenthood and citizenship. That should be the basic principle for consideration of any system of public education; and if the schools are failing in this respect, they are failing in the most important of the objectives. Education should be liberal in its aims and there is danger, most certainly, in over-specialization. A boy can be taught the principles of good farming and still have no conception of citizenship nor how to adjust himself to the environment of which he is to become a part. The outgrowth of this condition is the social misfit, the man who cannot adjust himself to his surroundings and who, inevitably. becomes a liability rather than an asset to his community. Again, the school must aid the man to obtain a greater degree of happiness in life, a happiness that is an outgrowth of his being able to make himself fit into the community.

But above all else is the necessity for concluding that there is no easy solution for the schools. Politics has no place in it and as long as politicians are permitted to load themselves on the schools, it is another and heavy burden to be borne. The schools are not a stepping stone to public office nor should they be made the avenue for arousing prejudice and discontent.

Readjustments in the curricula of schools is a goal, not to be reached with little effect. And the development of a system requires both patience and devotion and high aims.

Negro Public Education Will Be Considered In N. C. Meet

Raleigh, July 6.—AP)—Governor Ehringhaus today called 52 persons, 26 white and the same number of Negroes, to meet here Monday afternoon to consider the whole field of Negro public education in the state.

It was announced that a consultant committee of about 20 members would be named.

The call for the meeting set forth that the work of the "commission on Negro education" would include study of the following problems: Consolidation and transportation for small schools; provision of standard high school facilities; raising the average scholarship level of teachers; providing eight months term for every school; providing adequate buildings and equipment; provision for preparing in a much more differentiated occupational life; professional offerings for Negro youth in institutions within the limit which the state provides; and the salary question.

White members asked to attend the meeting were: Dr. H. W. Odum, Dr. N. W. Walker and Wr. A. M. Jordan all of the University of North Carolina at Chapel Hill; Supt. Clyde A. Erwin of Rutherfordton; Dr. R. W. McDonald of Salem college, Winston Salem; Supt. H. M. Harding of Charlotte; Dr. C. H. Hamilton of State college, Raleigh; Mrs. T. T. Johnson of Salisbury; Dr. A. Proctor and Dr. Holland Holton, both of Duke university, Durham; Sup. H. B. Marrow of Smithfield; Supt. R. S. Royster of New Bern Supt. Ray Funderburk of Wilmington; Supt. Horace Sisk of Fayetteville; Dr. L. R. Meadows of E. C. T. C., Greenville; Supt. Guy B. Phillips of Greensboro; Dr. John H. Cook of Woman's college, Greensboro; Mrs. W. T. Bost, state welfare commissioner, Supt. John C. Lockhart and Supt. P. S. Daniel, all of Raleigh; and the following from the state department of public instruction here, Dr. J. H. Highsmith, N. C. Newbold, Dean T. E. Browne, Dr. J. E. Hillman, G. H. Ferguson and W. F. Credle.

Negro members invited to the meeting were: President L. F. Atkins of Teachers co... ...ston-Salem; Dean Alphonos Edwards of North Carolina college for Negroes, Durham; Dean S. D. Williams and President J. W. Seabrook, of the State Normal Schools at Elizabeth City and Fayetteville; Miss Alice G. Taylor of Bennett college Greensboro; Mrs. P. L. Byrd of the education department here; Mrs. Phyllis S. O'Kelly of Wadesboro Dean T. E. McKinney of J. C. Smith university, Charlotte; F. J. Rogers of Williton school, Wilmington; Nelson H. Harris of Shaw university, Raleigh F. M. Staley of Bennett college Greensboro; Dean L. S. Cozart of Barber-Scotia college, Concord; Percy Young of St. Augustine's college, Raleigh W. T. Gibbs of A. and T. college, Greensboro; L. R. Best of County Training school, Beaufort; W. B. Wicker of Sanford; Dr. Charlotte Hawkins Brown of Palmer Memorial Institute, Sedalia; F. D. White of Livingstone college, Salisbury; President J. H. Bias of Normal school, Elizabeth City; O. R. Pope of Rocky Mount; L. E. Byrd of Leaksville; Miss Louise Latham of Raleigh; H. L. Trigg of the department of education here; J. T. Taylor of the college for Negroes, Durham Dr. William Stuart Nelson of Shaw university, Raleigh; and J. B. McCrae of the Normal school, Fayetteville.

CHARLOTTE, N. C.
NEWS

JUN 8 1934
Feat.

A commencement speaker tell the Negro collegians of Durhan that "One of the blackest pages in North Carolina history was written by the last legislature when it reached into the state's budget and struck out $18,000,000 from the appropriation to education". The quotation marks are given to an Associated Press dispatch and may not represent their deliverer's actual words; but at least they are as accurate as the suggestion that at the last session of the legislature there was any state budget for education from which $18,000,000 could be struck out.

Perhaps it was meant that the legislature, which was not permitted to tax property, did not come within $18,000,000 of replacing the amount the counties and state together had been trying to raise.

It is true the last session of the legislature took some counsel of its fears, but it is no less true that the patrons of the schools were a dang sight scareder and showed it.

School Transportation For Whom

THE North Carolina State Department of Education is getting ready to spend $600,000 for school omnibus replacements—to whet up the transportation facilities for school children. Of the amount the Federal treasury will furnish $180,000, the State the balance. The North Staters are somewhat disturbed because it has developed that the Federal authorities have let it be known that the bids for new equipment must be sent to Washington and must be approved there before the Federal money is made available.

The North Carolinians may have been looking over their statistics which show that their state spends 98.3 per cent of school transportation money on white schools and 1.7 on colored schools. If this question should be raised in Washington would it affect the $180,000 donation?

Raleigh, N. C., News & Observer
November 8, 1934

NEGRO EDUCATION REPORT RECEIVED

Governor Addresses Commission Here; Discusses Salaries and Buildings

Having heard a warning from Governor Ehringhaus that he wanted "facts, not propaganda," chairmen of eight committees of the Commission to Study Negro Education yesterday presented preliminary reports of their findings to the commission as a whole at a meeting here.

Their studies, which may go to the General Assembly as recommendations, must be such that they will lead to "fundamental progress and achievement," the Governor told the commission members, who he appointed last summer.

Talk Salary Problem.

Sentiment favoring equal building and transportation facilities for Negro pupils and salaries for teachers commensurate with their training and standards of living was in evidence as reports were read.

Completion of all committee reports by November 17 was ordered by a vote of the commission.

If he finds it desirable, Governor Ehringhaus may summon the commission to meet again near the end of the month, after its studies have been completed.

Comprising the Commission to Study Negro Education are county and city school superintendents, department heads of various educational institutions, members of State departments and others from both the white and Negro races, with each equally represented.

Supplementing the commission is an advisory committee of prominent white and Negro educators and laymen. Also participating in the work of these groups are the presidents of private colleges in the State.

Their meeting yesterday, with a large percentage of the members present, was held in the Hall of the House of Representatives.

Urges Consolidation.

Urging consolidation of Negro schools and better provision for transportation of pupils, S. G. Hawfield, chairman of a committee on that subject and superintendent of Cabarrus county schools, declared that his report was not complete.

Citing figures on standard high school facilities for Negroes, Dr. J. H. Highsmith, directoor of the division of instructional service in the State department, pointed out an increase in the number of accredited high schools of from 11 to 116 in 15 years.

Dr. Highsmith's committee recommended establishment of such schools in counties which are large enough to support them, consolidation of counties if necessary for such support, provision of transportation for Negro children to accredited schools and increasing the number of such schools where population justifies.

More rigid entrance requirements to Negro teachers' colleges, selection and elimination of students accepted and raising of teachers' pay to a level commensurate with their preparation was urged by Dr. L. R. Meadows, president of East Carolina Teachers College, in his recommendations for raising scholarship levels.

Whereas, 10 years ago, Negro teachers had less than a high school education, they now average over two years in college training, as compared with three and a quarter years for white teachers.

Plans of Missouri and West Virginia to pay the tuition of Negro students wishing to attend out-of-State institutions for professional training were described in the report by Dr. N. W. Walker, professor of secondary education at the University of North Carolina.

North Carolina, which contributes $58.86 per capita for the education of Negro students in its five institutions of higher learning, is 13th in the South in that regard.

Comparisons of Negro teachers salaries in this State with those in other states and with those of white teachers and figures on the cost of living for Negro teachers were presented by the committee headed by Dr. John H. Cook, dean of the School of Education at the Woman's College in Greensboro.

North Carolina

Education - 1934

Common Schools, Condition of.

GREENSBORO, N. C.
NEWS

JUN 25 1934

TEACHER ALLOTMENTS.

Some weeks ago, when apprehension was voiced on virtually a statewide scale that the school personnel might be decreased next year on account of epidemics which obtained during the last term and thus cut down the average daily attendance upon which teacher allotments are based, Commissa Martin assured that these fear were needless as the state commission would circumvent the reduction by lightening the teacher load

Friday the commission got arounc to formal announcement of allotments for the 1934-35 school year Total allotments for all schools white and colored, elementary anc high, aggregated 22,863 teachers a contrasted with 23,095 for the last session. On the basis of an average daily attendance of 751,191 pupils in 1933-34, the 1934-35 allotment of 22,863 teachers would mean a pupil load of 32.8 plus per teacher. That ratio is to be compared with a 23,-095 teacher allotment for the year just closed, based, as it presumably was, on the previous year's average daily attendance of 750,814 and thus allowing a load of 32.5 plus. While the difference may be slight, at least in its general average and application, it hardly justifies the commission's previous assurance of lighter assignments.

The figures become all the more interesting when they are analyzed in detail. Average daily attendance in the white schools was 527,008 last year and on that basis they are allotted 16,354 teachers, against an attendance of 553,463 for the preceding year and 16,538 teachers who were allotted accordingly. In the colored schools, however, last year's teaching allotment, based upon the preceding year's average attendance of 197,351, was 6,557. But for the 1934-35 term, with last year's average attendance boosted to 224,183, the colored schools have been given 6,509 teachers. The white teacher decrease is 184, and the negro 48;

but the white average attendance slumped and the negro average attendance jumped. For those who are mathematically inclined, the discrimination, where most of the slack is taken up, can be calculated to the finest percentage.

If anybody, anywhere along the line, can discover where the teacher load has been lightened, let him or her, as the case may be, shout Eureka loud and long enough to be heard from the mountains to the sea and particularly to reverberate around official Raleigh.

Ohio

Education-1934

Common Schools, Condition of.

SPRINGFIELD, O.
NEWS

FEB 16 1934

People's Forum

EDITOR'S NOTE: Letters for publication in this column should be accompanied by the name and address of the writer as evidence of good faith. The name and address will not be published on letters of a general nature, when request to this effect is made. Letters should be limited to 300 words. The editor reserves the right to reject any letter or portions which might be libelous or offensive to public taste.

COLORED TEACHERS

To the Editor of The News:

I have painfully read articles in the papers in opposition to having colored teachers in the Fulton School and to my mind, I have not read one that has sounded one good statement or plan that is workable. The statements of G. Washington Scott and Old Pattern were the poorest arguments I have ever read on an issue of this kind.

Mr. Washington used the word "Utopia," which is all out of harmony with his argument or mine. To use this word as pertinent to colored teachers in all the schools in Springfield is only imagination. I know that will not happen, and for that reason, I do not allow my mind to take such high flights and then find it all a dream.

Old Pattern's argument in The Daily News on Feb. 10, was imaginary, indeed. He said that if qualified girls of the race were refused positions in the various schools here, the Negroes, at the next election of members of the board of education, would place persons on the board who would elect a superintendent regardless of "color." I think he means to go to the asylum to select his next board, for everyone knows that no board in Springfield, present or future, would do that. We, as colored people who know anything about the dominant race's attitude, know that they will not place colored teachers in the various mixed schools of Springfield.

When mixed schools came about, they did not have that in mind, and neither do 99 per cent of the cities and towns in Ohio have it in mind today.

The group that is opposing our side, is making some race people believe that they are fighting for colored teachers all over Springfield, and at the same time they have not said one word to the board about it. I would like for them to tell me how they can be fighting for a thing and at the same time not let that for which they are fighting be known to the authorities and the public. I tried to get one of the other leaders to go with me to the school board and have the question settled by asking the board if it has in mind in the next few years to place colored teachers in all the schools. Could I get him? No! What is still worse, one man of whom I know, accepted a segregated position here in Springfield and at the same time is opposing the request of our girls to be placed in one of the school districts here.

In this emergency school proposition has been proved that the girls desire to teach, by the fact that they have accepted places in the homes and not one word of protest has come from anyone. However, I have heard that two of our opposing friends went to the superintendent of this project and almost challenged him to fight on the grounds that he was using discriminations in giving jobs to our people. We are asking the people to come out to hear Prof. McFarland, principal of the Paul Dunbar High School, in Dayton, speak at a mass meeting Feb. 21 at 8 p. m. at the St. John Baptist Church on the subject of colored teachers, and if he will not convince more of you, then I can only say that I am sorry for you.

Here is a sure fact: that white people will never let any of our race teach children here as long as some of us begin to whoop every time some race-loving person tries to get places for our girls to teach. Since I have been born, I have never heard of a single white man rejecting anyone of his own race in teaching his children, and I think our opposers should learn a lesson from that and if we can not get what we want, take what we can get and make out of that what we want.

J. F. GREEN.
Pastor of St. John Baptist Church.
Springfield, O., Feb. 15, 1934.

Negroes should vote for the school levy on election day. After it is passed they should insist that sufficient funds are allotted to maintain them at a high degree of efficiency. It will be a tragic joke, if Afro-Americans move from Alabama to Ohio to give their children superior advantages, only to discover that politicians insist on diverting public monies into useless channels.

No one must underestimate the grave economic crisis ahead. We face tragedies.

Oklahoma

Education - 1934

Common Schools, Condition of.

The New Negro School Board

Black Dispatch

Getting back to this Negro School Board, about which Dr. A. P. Bethel seems to be so concerned, we are going to make a few observations regarding the fitness of things. We think that the Negroes in Oklahoma City and the nation have reached a place in their racial growth, and have developed sufficient vision to identify their own leadership. As we understand it, the Negro school board was named by the regularly elected white board. 2-5-34

This writer was invited to be present at the school board on the memorable occasion when the Negro board was selected, but we were busy that morning in an executive meeting of the Progressive Voter's League, and phoned from there to the school board expressing our regrets. We are extremely sorry we did not attend that meeting in lieu of all that has happened. We would like to have repeated a statement to the school board which we made during the World War back in 1918 to the Oklahoma County Council of Defense.

Oklahoma City Negro

One morning back in 1918 with Dr. A. Baxter Whitby, of this city, and Rev. T. H. Wiseman, now of Detroit, we addressed, in person, the Oklahoma County Council of Defense. We said that morning in the address that Negroes should be given membership on the council. We backed up the statement with concrete examples of the inhuman treatment being accorded Negro soldiers. At that time Negro youths going to war were being fed in the rear of Greek cafes on California street, and we also told of a terrible investigation we had taken up with the War Department in Washington regarding hospitalization and other matters.

At the conclusion of that address a committee was appointed composed of Judge C. B. Ames, John R. Boardman and a Rev. Barrett, and they were instructed by the chairman to meet with the Negro committee at 3 o'clock that afternoon to work out some plan of cooperation, in the offices of Judge Ames.

We met at 3 o'clock, and no sooner than we walked into the room that afternoon and secured seats, Mr. Boardman, whom I have since learned to regard as one of the finest men I have ever met, arose and made an announcement.

"Gentlemen," he said, "we feel that we have arrived at a satisfactory adjustment of this matter. Before you arrived we decided that we would place each of you on the County Council of Defense. Does that meet with your approval?"

"No, it does not!" was my retort as I climbed to my feet. "We came here for no other reason than to ask for a basic right for Negroes. If we have been granted that right we shall go back to them and in a meeting place somewhere they will have their own self determination in selecting who they want to represent them. I certainly do not feel that you gentlemen are justified in making the designations."

Well, there was confusion for a few minutes with the Honorable John R. Boardman and this writer doing all of the fussing. It ended, however, with the Negro committee having the right to come back to their own and having their own identify their representatives. All who were active at that time will recall the meeting held in Avery Chapel when the Negroes decided that question for themselves. Incidentally, I might say, this writer has had a personal friend from that day in John R. Boardman. We have always thought that he respected the high, unselfish ground we took on that ocasion. It was doubtless perhaps refreshing for him to know that he had met a group of Negroes who were not looking for personal honors, but racial advancement.

We have only recited the above incident so that our readers may know that this is not a new or changed viewpoint of this writer. We are firm in the belief that Negro leadership should properly come out of the confidence and faith of Negroes. If we are to have a Negro school board the only method by which that faith and confidence can be fully established is by and through some type of organization which rests in the vitals of Negroes.

Let us dig into this question a minute. Would it not be far better to select an advisory school board from among the Parent-Teacher Associations? Does not the present set-up practically nullify the work of the Parent-Teacher Association? We thought up until now that school patrons formed themselves into parent-teacher associations for the purpose of studying the conditions and needs of their schools and making recommendations to the proper authorities. Will not the present de facto board duplicate this effort, infact, supersede this effort? Then again, when does the term of office of this new school board end? Will their official responsibilities run coterminous with the white board members who selected them, or will they have perpetual existence?

Another stricture suggests this thought. Should not the members of the Negro board sustain the same status to the schools as the white board? For instance, white board members are not allowed to have a whole lot of their kin rambling around on teacher's jobs in the white system. Is that not a good rule for the Negro board members? Measuring the Negro board by such a standard we find the following: Five members of the Negro board have relatives teaching in the system; one a sister-in-law, two have wives, and two have daughters. A terrible stink arose in the white system last year regarding nepotism. We wonder whether the same cry might not be raised over on our side of the fence?

To our notion, reason and candor had an abortion when this new and novel arrangement was effected. We want to say here and now that we know that there are members of the new Negro board whose integrity cannot be attacked. We see them wholly in the light of gentlemen who unthinkingly permitted themselves to be drawn into a political coupe, where they will unwittingly be used to shelter some dark dealings. For instance, we know definitely that a move is on foot to move Dr. Page next year. We know that at least three persons on this board are se-

Oklahoma

Education - 1934

Common Schools, Condition of.

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Let us dig into this question a little more. Would it not be far better to select an advisory school board from among the Parent-Teacher Associations? Does not the present set-up practically nullify the work of the Parent-Teacher Association? We thought up until now that school patrons formed themselves into parent-teacher associations for the purpose of studying the conditions and needs of their schools and making recommendations to the proper authorities. Will not the present de facto board duplicate this effort, infact, supersede this effort? Then again, when does the term of office of this new school board end? Will their official responsibilities run coterminous with the white board members who selected them, or will they have perpetual existence?

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To our notion, reason and candor had an abortion when this new and novel arrangement was effected. We want to say here and now that we know that there are members of the new Negro board whose integrity cannot be attacked. We see them wholly in the light of gentlemen who unthinkingly permitted themselves to be drawn into a political coupe, where they will unwittingly be used to shelter some dark dealings. For instance, we know definitely that a move is on foot to move Dr. Page next year. We know that at least three persons on this board are selected in the same thing in this instance. The white board did the same thing in this instance. The white board can make mistakes just as anyone else. What they should have done was to give recognition to elected representatives of the Parent-Teacher Association, the teachers in the system have been working for years with this group and there has developed understandings about community problems which can not be immediately substituted and duplicated overnight. The fact that more than a score of teachers in the system have been to the Black Dispatch office to criticise and condemn the new setup ought to be warning to the men who constitute this board that they are playing with dynamite.

Noted Educator To Make Second Trip To Finish Survey

Black Dispatch

Board Members Enthused Over Visit of Federal Specialist

5-26-34

Supt. C. K. Reiff as well as members of the city Board of Education, expressed themselves as highly enthused over the initial visit of Dr. Ambrose Caliver, federal specialist in Negro education, when interviewed Monday afternoon, following the election of teachers for the 1934-35 term. Dr. Caliver has been engaged by the city Board of Education to make a survey of the separate schools of this city and to outline a curriculum for the new $200,000 high school nearing completion at Northeast Sixth street and High avenue.

Oklahoma City

This visit is a preliminary visit for the purpose of looking over the field and determining what the possibilities are for the development of a real comprehensive and forward looking program for the colored people of Oklahoma City.

Before his departure for Washington, D. C., Tuesday afternoon, Dr. Caliver addressed a gathering of citizens assembled in the Calvary Baptist church. In the course of his remarks he emphasized the fact that he will not attempt to draw up a special kind of curriculum suited to Negroes as a racial group, but rather to adapt whatever educational program is devised to the needs of individuals and the community.

Dr. Caliver also expressed himself as being pleased with the appearance of the new Douglass building. He said that "the Board of Education and the superintendent and his staff have been very cooperative and showed a spirit of sympathetic understanding of local educational needs."

"The Board," continued the government specialist, "seems to be desirous of giving the best possible educational facilities to the colored people of the city and comparable with those of the whites." Dr. Caliver expressed himself as being particularly gratified with the hospitality shown him by the colored advisory committee and the colored citizenry at large.

Common Schools, Condition of.

PHILADELPHIA, PA
RECORD

FEB 28 1937

NEGRO COUNCIL HITS TEACHER LIMITATION

Letter to Catharine Charges Instructors Get Only Lower Grades.

By JOSEPH H. RAINEY

The Board of Education was attacked yesterday by the Emergency Advisory Council for Negroes for refusing to permit Negroes to teach above the sixth grade in this city.

In a letter to Joseph W. Catharine, secretary of the board, J. Gordon Baugh, secretary of the E. A. C., stated there is only one school in the city, the Reynolds School, 24th and Jefferson sts., where Negroes teach the seventh and eighth grades.

Baugh declared that Negro teachers with college degrees are not permitted in junior or senior high schools.

He cited institutions at 17th and Christian sts. and 26th and Jefferson sts. as schools where the enrollment is almost entirely Negro, yet no Negro teacher is allowed.

"It seems that Negro employes of the Board of Education," said Baugh, "are definitely limited to teaching in and acting as custodians for schools where the enrollment is 100 precent Negro."

Board Refuses Plea for High School Teachers

No Colored on Eligible List, President Catherine Tells Afro.

84 WHITES TO BE APPOINTED

Afro-American

Committee Will Continue Fight Until It Wins.

7-14-37

PHILADELPHIA — The Philadelphia board of education will not appoint any colored high and junior high school teachers this fall, the AFRO-AMERICAN was told this week.

The reason, says George W. Catherine, president of the school board, is that there are no colored teachers on the high and junior high school eligible list.

None Allowed

And the reason that there are no colored teachers on the high and junior high school eligible lists is that colored teachers have not been allowed to qualify for places as high and junior high school teachers in the Philadelphia public school system.

This seems to be the answer to the recent appeal of a committee headed by John Francis Williams, attorney, presented to that body several weeks ago.

When the AFRO-AMERICAN asked Floyd Logan, president of the Educational Equality League, what answer the board had made to the recent request of his committee, he stated that none had been made. A few minutes later he called this paper and told it that he had just learned that the matter had been placed in the hands of a special committee which would make a study of the whole question of teachers in the high and junior high schools.

Promotions Possible

When President Catherine's attention was called to the fact that it would be possible to make promotions from existing eligible lists so that appointments could be certified for high and junior high positions, he admitted that this could be done, but that it would bring about special problems.

Up to the present time no colored teachers have ever been appointed to teach in high and junior high schools.

To Name Whites

In the meantime, Superintendent Edwin C. Broome presented a program which was approved last week by the finance committee of the board of education and which calls for the appointment of 84 white teachers in the high and junior high schools.

It was to fill these vacancies with colored teachers that the Educational Equality League appeared before the school board. The new white appointees will cost the taxpayers an additional $42,840, it was said.

Mr. Logan told the AFRO-AMERICAN that the fight would be pushed.

Announce Dates

Superintendent Broome also announced the schedule for the reopening of the various schools, next fall.

Philadelphia senior high schools will be open September 10, 11, and 12 for registering new pupils and assigning to classes pupils transferred (not promoted) from other Philadelphia public schools.

Normal school students will report Tuesday, September 11, at 8:45 a.m.

Senior high school pupils promoted from elementary and junior high schools will report to the schools to which they have been assigned, on Wednesday, September 12, at 1 p.m. All other senior high school pupils will report Thursday, September 13, at the usual hour.

Pupils promoted or newly assigned to junior high schools will report September 11, at 11 a.m. Other pupils will report the same day at the usual hour.

Pupils newly promoted or assigned to full-time classes in the vocational schools will report September 11, at 11 a.m.; others, at the usual hour on the same day.

Pupils in the part-time continuation classes report on the days regularly assigned to them, beginning September 11.

Pupils in the elementary schools will report for regular sessions September 11, at 8:45 a.m. New pupils and those transferred from other schools will report the day before.

Regular sessions in the kindergarten begin September 11.

"Won't Pay Taxes—We'll Build Our Own School", Indignant Protestant Defies School Board

Assignment of Pupils To Stand; Militant Spokesman Makes Charge Against Clergyman

Berwyn, Pa.

Threats to refuse to pay further taxes until the Berwyn school situation is satisfactorily adjusted were made Tuesday night in a heated meeting between members of the School Board of Tredyffrin Township and parents of the township.

"We won't pay any more taxes, and we'll build a school of our own," vigorously shouted Pete Meoli, Italian storekeeper and farmer, in defiance of the decision of the Board that "assignments remain as made."

The motion, made by Robert Ligget, a member of the School Board, and seconded by Charles Thomas, Jr., referred to the recent ruling by the School Board that made it mandatory that certain colored and Italian school children in what is termed the "Middle District" attend the old Tredyffrin Township school at Center avenue and Lincoln Pike, Berwyn.

Creates Sensation

A sensation was created when Meoli accused Rev. W. T. Vandervere, pastor of the Valley Baptist Church, Berwyn, of having stated to him recently, in connection with the school situation, that if the members of the Board reversed their positions they "would never be able to face the white people of the town again."

The clergyman, obviously flustered, hesitantly defended himself by saying, "I am sure that you must have misunderstood me."

Nick Chicano, an Italian, created a furore when he leaped to his feet, dramatically pointed to an American flag hanging in the Board room, and shouted, in broken English, "I was born under that flag, so were my children. I am going to fight for what is right." Pausing, his face flushed with excitement, Chicano continued, "I am going to bring my child down here and put it on the doorsteps of this new building, and see that he gets in."

Meoli further accused William Bartle, a member of the School Board, of having told him recently in private conversation that the Board intended transferring all the colored children from the Stafford school to the Mt. Pleasant school by the first of next year. No member of the Board denied this accusation.

Mrs. Gertrude Mitchell, petite, attractive, light brown-skinned mother of two children, protested to the Board that her two children were forced to attend the Lincoln Pike school while the child of a white mother employed and residing at an institution where she was employed was admitted to the new $250,000 school in which the Board meeting was held.

Samuel Holley, a father, protested the motion of the Board to let present assignments stand, as did also Mrs. R. E. Harmon and Mrs. Lillian Williams.

After a short and heated session, the Board autocratically decided upon the adjournment of the meeting, despite protests on the part of many of the parents.

"We just wanted to know what you intended doing in this matter," shouted Meoli, a short, stockily-built young man. "We are going to fight you.

"We are satisfied with the old building, we're satisfied to remain there with the colored children. Those children in the old building are just as good as any of your children, if not better. The only thing we're asking is that all children, regardless of race or color, who belong in that school attend there."

Education- 1934

Pennsylvania

Common Schools, Condition of.

Whites Come to Aid of 50 Jobless Chester Teachers

Afro-American

Contracts Withheld by Board Because Parents Shun Separate Schools.

7-21-34

OFFICIALS WANT JIM CROW SCHOOLS

Baltimore

Would Oust Colored Instructors in Mixed Schools

CHESTER, Pa. — The American Federation of Teachers jumped into the public school segregation fight last Tuesday night when it sent a representative to the meeting of the school to protest its action in not signing contracts for fifty colored teachers in the city system.

Mrs. Margaret Pugh, white, spokesman for the federation which is an an affiliate of the American Federation of Labor, pointed out that her organization, which is an affiliate of the ed the action of the board as a dangerous precedent bearing on the contracts of colored teachers throughout the state.

Not at Fault

She told the board that it was no fault of the teachers that a parent and a student had instituted injunction proceedings against the board in the matter of attending high schools and that the action of the board was discriminatory in view of the fact that contracts had been renewed for the white teachers.

Mrs. Pugh told the board that her organization, as well as other organizations throughout the state, would take further action in the matter unless the contracts were signed.

Race Discrimination

Arthur H. Fauset, vice-president of Local No. 192, and principal of Singerly School, Philadelphia, charged that the action of the board, stated that the board had and that the issues were so important that it would involve state and national organizations unless remedied.

President Larkin of the school board,, stated that the board had acted on the advice of counsel and indicated that the whole situation might lead to the necessary of dropping some of the teachers in the event that the result of the suit might cause a change in the district. The board, he said, did not want to have on hand fifty binding contracts for teachers it may not have reason to use.

See Progressive Plan

Citizens here see in the action of the board a progressive plan to segregate colored and white school children in Chester. Some time ago that body ruled that colored students living on the West side of the Chester River must attend the Dunbar Junior High School, a school built mainly for colored children. Those living on the East side of the river could attend the Chester High School.

This ruling automatically placed most of the colored high school students in the Dunbar school as only a few colored children live on the East side.

Brought Suit

Bradley Murray, a resident on the West side brought suit against the school board to compel them to admit his daughter. Since starting the suit, Mr. Murray has died. Mrs. Murray and public-spirited citizens are expected to continue the suit.

The action of the school board in refusing to sign the fifty contracts is regarded as an effort to intimidate the colored community into halting the fight against the segregation plans.

Albert (Bert) Reading, exalted ruler of the John A. Watts Lodge, No. 224, I.B.P.O.E.W., of Chester, Pa., stated that his organization is utterly opposed to such segregation. The lodge with its band, participated in the laying of the cornerstone of what they were given to understand was to be the Douglas Junior High School for Colored, and are absolutely against the school being used for a senior high school. The facilities being inadequate for such a purpose. Mr. Reading further stated that the matter had been turned over to the Civil Liberties Bureau of the Lodge, which will later meet with the school board.

Common Schools, Condition of

Columbia, S. C. State
March 17, 1934

NEGRO TEACHERS SEE BETTER DAY

By I. M. A. MYERS.

The legislature is in favor of longer school terms for Negro pupils in South Carolina, and had promised the executive committee of the Palmetto association that in drafting laws to help the schools "carry on" and also increase teacher pay, that Negro schools would be cared for, Dr. Henry H Butler, president, told the association yesterday.

Doctor Butler delivered his annual message Thursday night to the convention which was conservative yet carried a strong appeal for a "new deal" for Negro teachers and Negro schools.

"Our executive committee conferred with the education committee of the legislature about the length of term of Negro schools and we were assured that in making laws to aid in the schools of the state the Negro schools will be cared for," he said. "We were assured by Mr. Hope's office also that the Negro rural schools will be allowed to run more than four months yearly as is the case in many counties."

He called attenton the number of schools that should be consolidated prayed for the time to come when the state will be able to give bus accommodations to all of the school children regardless of race, expressed implicit confidence in the administration of Superintendent Hope. Mr. Felton and Mr. Schiffley as leaders of thought in Negro education in the state and made a strong appeal to the large number of Negro teachers here to keep up the "fight" for more adequate facilities for the education of the Negro until the victory has been won.

In closing his able address Doctor Butler requested the convention to consider recommendations to revise the present constitution of the association, wage a campaign aginst adult illiteracy, continue work on research and investigation, and lay plans for the election of full time secretary.

Henry H. Butler is principal of the Darlington count, training school. For the past two years, he has served efficiently as president of the Palmetto association and will be remembered as one of the construct ve forces in building up the association.

The organization of Negro teachers in this state is about thirty-five years old. The first president was Ed Wallace, who was at one time principal of Howard school in Columbia; Wallace was succeeded by Thomas E. Miller, former president of State A. and M. college at Orangeburg. The other presidents in succession were J. L. Cain, Darlington, N. J. Frederick, Columbia; the late Robert Shaw Wilkinson, J. L. Cain, the late Robert W. Mance, Charles A. Lawson of Sumter, Andrew A. Sims of Union, C. A. Johnson of Columbia and H. H. Butler of Hartsville.

Charleston, S. C. News & Courier
July 7, 1934

OPPOSITION SEEN FOR NEW SCHOOL

Possibility of Objection to Negro Unit Predicted. Need Held Acute

The proposed negro school building, which will be erected this summer if the proposition meets with the favor of the city board of school commissioners, will be an eight class room school, two stories in height, of brick construction. The building would be designed so that it readily may become the first wing of a larger building, additional wings to be added as finances permit.

The plans for the building have been drawn by the architectural firm of Simons & Lapham and bids on the construction of the building have been asked for. The bids must be received by July 14, after which they will be placed in the hands of the commissioners for consideration.

While no opposition to the building has been officially announced, The News and Courier has learned that the proposition will not be approved without some form of opposition. How powerful this may be cannot be foretold and there are other indications that the building will meet with the favor of a majority of the board.

The primary purpose of the building, which is to be constructed without additional taxation and without bond issues from the school board's building fund, is to relieve the overcrowded condition in the negro schools, particularly in the outmoded Shaw school. The Shaw building is of frame construction and is the only structure in the city system which does not meet all the requirements of state authorities.

The name of the new school building has not yet been selected. The building fund, from which money for its erection will be obtained, is derived from the savings on the regular appropriations made for capital outlay over the past years.

The building, if erected, will be completed early in the fall, according to J. N. Nathans, vice chairman of the school board. George C. Rogers, acting superintendent of city schools, said yesterday that the need for the building is acute.

White Pupils Ride; Negroes Walk

Courier and Post

By JAMES A. SANDERS

ORANGEBURG, S. C.—(ANP)—According to a tabulated statement prepared at the office of Andrew C. Gramling, county superintendent of education, the cost of transportation of pupils in this county during the last school was $16,770, and average of $16 per child. 9-1-34

The cost per pupil ran from $5 in Sawyerdale District to $29.14 in Willow High District. A total of 1049 white pupils were transported, but the statement does not show one cent expended for Negro children.

The city does not make provision for the last year of high school. Were it not for the academic department of Claflin College and a "sub-freshman" class at the S. C. State College, children would be forced to go out of the county for that last year.

Norfolk Va

Common Schools, Condition of.

Chattanooga, Tenn. News
April 18, 1934

Report Failed To Show Facts, Rankin States

Couny Superintenden Calls Attention to Longer School Term Here.

Costs Are Defended

Report Made to Cummings to Show "Every Possible Economy" Practiced.

The report of the Taxpayers' Association survey group failed to disclose many facts which would have explained why educational costs are higher in Hamilton than in some other counties, Supt. A. L. Rankin said in a statement prepared Wednesday for the County Court.

Among the matters not explained in making comparisons was that Hamilton County has a nine months' elementary school term, while Knox County has only eight months, and that Shelby County is teaching about twice as many Negroes as white children, and the Negroes have only eight months of school, the County superintendent pointed out. Tables were prepared by Supt. Rankin drawing comparisons of the three other larger counties of the State with Hamilton, using the same State report from which the facts presented by the Taxpayers' Association were drawn.

"The Hamilton County Board of Education in submitting its budget felt that every possible economy commensurate with the standard of education it was attempting to meet had been practiced and that the amount it was asking was reasonable," the superintendent stated. "We respectfully petition the Court to allow the amount asked. We deem this absolutely necessary to maintain our present standard."

Neither the taking over of Central High School by the City school system nor changing the school to a technological high school could possibly save any money, he asserted.

"Both schools, City and Central, will have to be maintained as they are even though the City were to assume responsibility for Central," the superintendent stated. "Both schools are full to overflowing. The suggestion as to converting Central into a technical high school sounds well if the report, but would not sound well to the taxpayer when he discovered the expense of equipment, personnel and remodeling necessary to convert this into a technical high school.

"The report offers as its reason for changing Central High School from its present form to a technological High School that 'at the present time this high school is practically duplicating the courses offered at the City High School, located just a few blocks away.' Duplication of work cannot be a logical reason for the change. That is true of all schools on the same level until sufficient money is furnished to meet the demands for additional offerings. All of the county and city elementary schools are duplicating work, but that fact cannot possibly be an argument for changing either the location, form or curriculum of the schools."

Rankin's Statement.

Supt. Rankin's statement follows in part:

"School costs vary very largely with the conditions under which the schools are operated. The gentlemen making this study drew from the State report of 1933 the fact that Hamilton County costs were greater in proportion to students taught than any one of the other three large counties. They might have drawn other comparisons from this report that would have served to explain these costs, but it evidently was not in line with their purpose to do so.

"We have been compared with Davidson, Knox and Shelby Counties. The Shelby and Hamilton County systems seem to be rather close together in our per capita expenditures. They told us that we had 266 teachers, Knox County 296, Davidson County 322 and Shelby 315. They did not tell us that Hamilton County had 244 white and 22 Negro teachers, Knox County 282 white and 14 Negro, Davidson 274 white and 48 Negro, and Shelby 133 white and 182 Negro.

"They told us that we had a per capita current expenditure of $44.39 against $31.33 of Knox County, but they did not tell us that Knox County only had an eight months' elementary school. They showed that our $44.39 was even larger than Shelby County's $38.59, but they made no mention of the fact that Shelby County is teaching about twice as many Negroes as it is white children and the Negroes have only eight months of school.

"Hamilton County has about 30 per cent of its schools one and two-teacher schools, while Davidson County has 57 per cent, Knox County 49 per cent and Shelby County 45 per cent. You will note, too, that in preparation of teachers, white and colored, Hamilton County has 83 per cent of its teachers with two years or more of college work, while Davidson County has 61 per cent, Knox County 51 per cent and Shelby 57 per cent. Hamilton County because it has sought to maintain an attractive standard of education has been able to draw into its ranks a large percentage of well-prepared teachers. Comparisons are always more or less of doubtful value, because in no two places do you find conditions that are sufficiently similar. This is particularly true within the bounds of a single State and especially a State that ranks fifth from the bottom among her sister States in all educational expenditures. In 1930 the national average spent on elementary education was about $76. It is estimated that the depression has caused this to drop to about $65. Now if you want to compare Hamilton County with this figure you will see that our expenditures even now are exceedingly conservative.

"There are economies that are true and there are those that are false. That type of economy that spends wisely for the conservation of the greatest value in life in true economy, while that which would save money at the expense of the life development of our young people is bogus economy.

"This report made the statement that 'if an average of thirty-two pupils, which is the average for the four counties, were assigned to each teacher in Hamilton County, then the number of teaching positions could be reduced from 266 to 232. If we had all of our students in one group and grades would lend themselves to such automatic division, we might do as they suggest, but it so happens that students present themselves in different grouping.

"Our trouble seems to be in the smaller schools where the teachers are carrying more than one grade. Our one-teacher schools are small. They draw from communities which have but few children. We cannot take teachers away from these without depriving this group of an education.

"The State makes demands upon our high schools that must be met before credit will be allowed. Many of these demands cause us to carry many small classes in our little high schools. We have two high schools with enrollment less than 100, two with enrollment about 125, three with enrollment about 200 and one with enrollment about 1,700. Small high schools are always more expensive than large ones For instance, the per capita cost at Central High School with all its advantages amounts to about half the county average for high schools."

Clinton, Tenn. Courier
Jan 10 1934

BUILD THE NEGRO SCHOOL

The action of the City Council last week in extending the water and sewer lines, showed the temper and the inclination of the Council It showed that the council is ready to do its part toward aiding Clinton to expand and grow and such an action is deserving of the praise of the entire city.

Faced with the necessity of extending the city's services to adjoining areas, the council was ready to act. All that was necessary was for the council to be sure of the need for such extension and to find a way to make such improvements.

From the prompt manner in which this problem was handlel, it appears safe to say that the City of Clinton can depend upon the council to do its part in the future growth and the betterment of the town.

The next step needed is th erection of a school for the negro children. This problem cannot be handled by the council alone, for it will take money anl money is lacking. The Chamber of Commerce and the Civitan Club, both of which have gone on record as favoring such a building, can aid in securing it.

The two organizations can work with the council in finding a way to secure the necessary funds. The TERA will supply a portion of them we understand, so the problem is not as great a one as it appears.

When the other schools were built, the negroes were promisd a school. That promise has not yet been carried out. At present there is no negro school.

We suggest that the Chamber of Commerce and the Civitan club work out a method of raising the money, turn this suggestion over to the council and we feel sure the council will accept the suggestion gladly.

No time should be wasted for with the TERA aid available there will come no better time when such a project can be put over successfully. The Council realizes the need for the school an it has shown its willingness to cooperate in any progressive movement, if a way to raise the money is provided.

COUNTY EDUCATION BOARD APPROVES NEW NEGRO SCHOOL

Elects R. B. Wallace As Glen Alpine Principal; Gets Steel Buses.

The project to erect a school for negro children in Clinton was given the full approval of the Anderson County Board of Education at its meeting last week and the chairman, W. W. Underwood, and the superintendent, Clifford Seeber, were authorized to enter into an agreement with the City Board of Education regarding the county's part. The board specified that it should cost the county no more than $1,000 and that a contract should be furnished by the Clinton City Board to take care of the county colored choldren.

The approval of the project by the County Board now makes the project almost a certainty, for the Clinton City Council, the Clinton Board of Education and the local TERA office have all given their approval. The project now will go to Nashville.

Wallace To Glen Alpine

R. B. Wallace, former principal of the Clinton High School, was elected principal of the Glen Alpine High School. Mr. Wallace recently moved to the Glen Alpine section.

Contracts for two new school buses with all steel bodies were also made. These buses will operate on the Sulphur Springs and the Marlow to Clinton routes and will be furnished by R. L. Beets and J. L. Duncan. The abases will be the latest in improved school buses with the steel bodies and shatter-proof glass. The contracts of these two men were extended two years and their salaries boosted to enable them to provide the safer transportation facilities.

Floyd Ault, W. C. Copeland, John Barlow and R. S. May also promised new buses and a committee was named by the board to work out arrangements to aid these drivers to acquire better machines. The superintendent and the local board member were named as the committees.

Mrs. B. B. Braden and her daughter Billie resigned from the Shanlever school and Misses Mazie Peters and Thelma Hoskins were elected in their places.

Two Meetings This Week.

Two meetings of importance will be held city school officials here this week. The principals will meet Thursday while all the teachers are called to meet Saturday. The meetings will be held at the Clinton High School. Both meetings are of great importance. Mr. Seeber stated and all principals and teachers are urged to be present. At the principals meeting Miss Clara Sharpe, new elementary school supervisor, will outline her program for the year. On Saturday the teachers will be given contracts and special announcements will be made.

All County Schools start Monday August 20.

During the spring and summer thousands of dollars have been spent on the school buildings by the CWA and the TERA and the buildings are in a better condition than they have been in for many years, Mr. Seeber stated. More than 15 sanitary toilets alone have been added. Roofs, windows, gutters and yards have been put in shape. A number of the schools have had work done on the walls and floors. Many others have been painted.

Mr. Seeber stated that he is trying to work out a project whereby a group of the TERA workers will be kept busy working at the schools to keep them in shape during the winter, he said he hoped to have a crew assigned the school system to be sent from one school to another to work under the dircetion of the principal. These men would fix gutters, make necessary repairs about the buildings and grounds and keep the buildings in shape. This project has not yet been approved, Mr. Seeber said.

The meeting of the board was the first since the new board of education law, which would have thrown the present board out of office, had been declared unconstitutional. Under the law as enacted by the last legislature, the board of education would have been elected by the people and not by the county court as in the past.

The law was held unconstitutional in a hearing before Chancellor J. H. Wallace.

Chattanooga, Tenn. Times
August 2, 1934

SAYS ANDERSON WRONG ABOUT NEGRO TEACHERS

There has been no discrimination against colored county school teachers, as charged by James H. Anderson, candidate for county judge, it was said yesterday by Arthur L. Rankin, superintendent, who explained why four contracts have been delayed.

"The facts are that all of the Negro teacher contracts have been sent out except four and these are held in the office awaiting renewal of state certificates," Supt. Rankin said. "Mr. Anderson charged Monday evening, based on hearsay only, that discrimination was being shown by the county between the white and Negro teachers by holding up the Negro teacher contracts.

"The contracts held up are those of teachers in summer school and they will soon have their renewals.

"This statement of Mr. Anderson is in line with the other false statements he is feeding the public. He did not call upon the education department to ascertain whether the rumor, which he received was true or not. He did not care, for he wants to use it try to arouse race prejudice. It is my opinion that the public is about fed up on this type of campaigning."

NEGRO TEACHERS OPPOSE SCHOOLS CONSOLIDATION

Disapproval of the proposed consolidation of the city and county school systems has been voted by the colored teachers of the city, it was announced yesterday. The meeting at which the vote was taken was held at Howard High school.

The teachers gave two reasons for their action, in an official statement: First that free textbooks would be lost to the city children and many of the best teachers in the system would lose their positions.

Supt. W. T. Robinson was present at the meeting and the new educational program which has been adopted by the city schools was discussed.

Texas

Education-1934

Common Schools, Condition of

HOUSTON, TEX.
POST

FEB 5 1934

EARLY FREE SCHOOLS IN TEX.

To The Houston Post:

HOUSTON, Texas.—I have read with interest George Hunter Smith's letter in The Post on the early free schools of Texas, in which he says Governor E. J. Davis inaugurated a system of free schools in the state, which Governor Coke opposed and wiped out—which he approves in Davis and disapproves in Coke.

He made no effort to explain the then opposition to free schools not only in Texas but in the South. Our State and section had just emerged or was emerging from a most deplorable condition under the so-called Reconstruction, in which the negroes had been a very important factor with their votes placing E. J. Davis at the head of the State government, with his dominating, intimidating and trouble breeding negro State troops—and like conditions in every other Southern State, with attending negro riots. Is it any wonder that the white taxpayers should oppose a system of free schools?

I was publishing a newspaper at Navasota in 1877-1881, and during one of the latter years actively supported a proposal that "Navasota should take control of its schools and levy a tax supplementing a State tax under a new law for the support of a better school system. There was opposition because of the situation referred to, but the proposal carried by a small majority, and Navasota was one of the first towns in the State to take advantage of the new law. I then moved to Abilene, and proposed the same for that new town, which though progressive in many particulars, voted down the school proposal, and it was with a strong fight the measure was adopted a year or two later.

Mr. Smith says no one was ever heard to criticize Governor Coke for his opposition to Davis' system of free schools, but he did not say why. With the race troubles fresh in their minds, and the fact that the negroes had en masse steadily voted against the whites, is it any wonder the whites were slow to voluntarily take upon themselves tax burdens where the negroes (in many counties exceeding in numbers) would be the larger beneficiaries? The fair and unprejudiced negroes themselves understood and appreciated. But later on, as the situation began to clarify, and bitter prejudice dissolved, the broader view was adopted that there would be advantage in the better education of the negro. Governor Coke represented the popular and just sentiment at the time, one of Texas' grandest men.

C. E. GILBERT.

Education - 1934

Virginia.

Common Schools, Condition of.

Told "The Time Has Not Come For Negroes To Ride To School;" Citizens Take Matter In Hand With Surprising Success

By ENOC P. WATERS
Journal and Guide Staff Writer

FRANKLIN, Va.—The story of how they got busses for the colored school children in Southampton County, here, is one of the most interesting of many similar fights going on constantly throughout the South.

The story as told by the Rev. M. C. Allen, former principal of Hayden High School and prime mover in the bus movement, here, is an authentic refutation of the charge that the southern Negro is acquiescent, and completely dispels the notion that the rural, and often illiterate Negro is—to put it bluntly—dumb.

Exhibiting an astonishing knowledge of law which completely foiled all efforts of the school board to prevent them from buying and operating busses themselves for their children after the board had bluntly refused to furnish them this convenience it had provided for the white children with the statement, that "the time has not come for colored children to ride to school in busses," the Hayden High School today operates a fleet of four busses.

All Paid For

The busses representing a total investment of nearly five thousand dollars are entirely paid for. So at an operating cost of $40 per month per bus, over two hundred children are daily brought here from all over the county, one bus making a 68 mile trip to and from the furtherest point 34 miles from here.

Not one cent of the original investment—not even the cost of the license which the board denied them—and not one cent for maintenance or operating expenses comes from the school board or county, the parents themselves from their meagre earnings as tenant farmers footing the bill.

The story is a long one extending back to 1930 when the matter of transporting the children from all over the county to its only high school for Negroes located here was first broached at a meeting of the Parent-Teachers Association by Rev. Mr. Allen.

To understand what this progressive principal and his association faced it is necessary that one get an idea of the county and the conditions prevailing here as they affected this problem.

County A Poor One

In the first place Southampton County is among the poorest in the State. Covering an area of 604 square miles, it had in 1930 a population of 26,870 people 16,091 or 61.2 percent of whom were Negroes divided into approximately 3,340 families. The principal occupation of the county is farming with the total value of land owned by Negroes being $3,031,728.

Paradoxically, however, this same county is reported as having more Negro tenant farmers than any other in Virginia. An idea of the Negroes however making up this section is seen in the fact that 83.3 per cent of them are literate.

The literacy rate of this county is remarkable when compared with that of the leading cities of the state. Franklin, perhaps is the largest city in the county. It's population is 2,930. Most of the county therefore is rural and it is no revelation that cities offer better, though ofttimes poor, educational facilities for Negroes.

Yet Richmond, capital and largest city in the state has a literacy rate among Negroes of only 85.1; Norfolk one of 086 percent, and Roanoke one of 83.1. Southampton's rate in case you have forgotten it, is 83.3.

Disparity In Education

The literacy rate among Negroes in the county becomes phenomenal when facts revealing the deplorable provisions made for the education of Negroes are known. According to Rev. Mr. Allen, in 1928 the blackboards and desks alone in the white schools of the county were worth $10,000 more than the total value of all the educational facilities for Negro children. In school population, Negroes outnumber whites two to one. There are roughly 6,000 Negro school children and only 3,000 white.

Another indication of the vast and unjust disparity between the education of the two groups is seen in the per capita costs and teachers' salaries. For the 1932-33 term the per capita cost of education for Negro students was seven dollars; for whites $31.58. The year previous colored teachers received an average salary of 450 while the whites were paid an average salary of $1,070.

Distribution of Funds

During the school term 1931-32, the county was given $94,000 by the state on the basis of school population. Although, it is not known just how this money was spent and what proportion of it went for colored and what proportion for white education, it can be safely assumed from the aforementioned facts that the distribution by the county was not on the basis of school population nor even equitable under any standards.

The county in other words benefits by its large Negro school population by getting a larger appropriation, yet the county, even out of gratitude, to say nothing of law, makes no effort at fair distribution.

But to get back to busses . . .

At the close of the meeting Rev. Mr. Allen appointed a committee of three men, all members of the association, who in turn chose him to interview the board on the matter of busses for colored children.

No Available Funds

Having had other occasions to make requests of the board in the interest of his school, the principal was able to forecast the outcome of his appearance before that distinguished body even to the very words that would be used in denying his request.

So many times before they had said with mock regret "no available funds" not just that way perhaps, but dressed up in the pompous and heavy terminology all officials seem to feel they must employ in making a statement no matter of how little importance. This time they said the same thing. Rev. Mr. Allen conveyed the message to the committee.

Buying busses was no little matter, yet is was something that the parents saw they must do if their children were to be kept from having to trudge along highways made dangerous by speeding cars and drivers who hold the life of a Negro cheaply.

Then on sloppy days splashing through the mud—for not all the roads are paved in Southampton County, or being splashed with mud by busses whizzing the white children to school! There were other considerations.

For White Only

Self respect. How could little colored boys and girls be made to feel that they were really human beings, just as other boys and girls, if they found themselves not only housed in inferior schools, but denied the privilege of riding in busses? It was all as silly as the assumption that Negroes do not use lavatories as expressed in the words "For White Only" to be found at comfort stations all along the highways and in railroad stations.

We must have busses, they cried.

The idea of individuals buying and operating busses was born. Parents were to pay these persons for carrying their children to and from school. It was a good idea and it was believed that one or several persons might be found who would be willing to make the necessary investment and undertake the project as a business.

This, idea, however, gave way to a still better one. Rev. Mr. Allen organized what he called the Southampton County High School Bus League the purpose of which was to buy and operate busses for the conveyance of children to and from the county high school.

The Liability Threat

Naturally it was made up only of the parents of the students attending the high school and perhaps a few others who were interested in the welfare of the children. The idea gained great popularity, until a bit of knowledge concerning liability drifted down through the community completely cold-watering the idea.

When knowledge of the bus movement became general, someone (mention no names) by very devious and circuitous means let it be known that each member of the league was liable to damage suits filed by other parents in case some of the children were injured while riding on the bus. Visions of losing their homes for which they had worked so hard were painted for the express purpose of discouraging the idea of the bus league.

When Rev. Mr. Allen heard of the rumors and saw the situation he faced, he was at first discouraged. But an idea suddenly occurred to him. He read the constitution he had drawn up for the league, studied it and then made several changes in it which revived the interest of the people and completely nullified the effects of the liability threat.

Each Member An Owner

The change made by Rev. Mr. Allen in the constitution made each member of the league a part owner of the bus or busses, thus making it impossible for one member of the league to sue another if his child or children were injured while riding the bus.

From then on the league was established. Nothing the school board could do could break the spirit of the determined group of parents. Perhaps as much out of defiance to the board which had denied them what was theirs as out of a desire to see that their children were given the best possible in the way of an education, the leagues—for there were two of them by this time—set out to raise funds.

Swept away by his own enthusiasm and that of those working with him, Rev. Mr. Allen purchased two busses with his own money and held his breath, frightened for two weeks while the leagues debated whether or not they would accept them. They finally decided to accept the busses and Rev. Mr. Allen heaved a great sigh of relief for he had seriously obligated himself in purchasing the vehicles.

Rev. Allen Warned

Each member of the leagues was taxed five dollars per month as his share is meeting payments for the busses and for maintenance. There was still an item that the league had not taken into consideration—licenses. Surely they felt now that they had purchased the busses, the school board would buy the licenses needed to operate them. Meanwhile, the dealer's tags served.

As before, when the board was asked for licenses for two busses the committee was given to learn in the same rhetorical weighty fashion as before that "there were no available funds." There was only one thing left to do. The leagues did that.

Meanwhile concerts, strawberry festivals, contests, parties and other projects were sponsored by the leagues in an effort to raise funds to supplement their self imposed taxes in an effort to rid themselves

or their indebtedness much sooner.

Rev. Allen Warned

Up until this time, it seems that the board had just considered the requests of the Negroes for busses lightly. The busses were bought and were being operated without the knowledge nor the permission of the board. But it did not long remain so.

Soon Rev. Mr .Allen was called nto the office of one of the school officials:

"Allen," he said, "if you do not put a stop to this agitation for busses you'll endanger yourself with the board. The board is not willing to pay a man who persists in working against it and making its already heavy obligations heavier by suggesting all sort of new fangled ideas to these Negroes."

Rev. Mr. Allen made no response. At least none that the school official could hear, but he resolved within himself to put the bus project over then at all costs.

The Committee of 15

The board was to meet the next day. He resoulted to send a committee to the board to make requests again for busses. Jumping in his car at the close of the school day. He resolved to send a comrounded up 15 brave men and true, coached each in which he was to say before the board the next day and retired at daybreak.

According to the plan, the committee was to appear before the board and ask for a hundred dollars on each bus. This would be denied them, their tutor said. Then ask them for operating expenses providing you buy the busses, they were told. This too the board will deny. Finally ask them for the privilege of buying and operating the busses at your own expense. "I think," Rev. Mr. Allen said, "they will capitulate."

The board met regularly at the courthouse in Courtland, just nine miles from here. At two o'clock the committee put in its appearance and made the first request That was flatly denied them. They made the second. Another denial issued forth from the august body Bracing themselves, the farmers made the third request.

Wait For Answer

"We'll take it under advisement and let you know later," the board said.

"No, that won't do," the committee insisted. "We want to know now, today." They were too well versed in the technique of the board in taking "matters under advisement" and never getting to them. They insisted on immediate action.

The board was startled. Such a spirit had been unknown in the county since Nat Turner's uprising over a hundred years back. Had Nat Turner been revived? Who was back of all this.

"Well, er," the board spluttered, "we have a lot of other matters



The school at Franklin is located in a five acre lot. Five buildings, four frame and one brick comprise the setup. At top is shown the high school building formerly the property of the Franklin Normal and Industrial Institute which once occupied the same site. It was deeded to the county by its trustees. The middle picture shows two of the four school busses now being operated by the parents of the high school children. Rev. Mr. Allen is seen at left shaking hands with Prof. L. A. Bunford, his successor. The children comprise a portion of the 200 or more who use the bussses daily. Below is shown the elementary school the only building erected by the county since it was given the private school property. This brick building houses the auditorium and class rooms and is steam heated.

on docket that must be considered before we can take up your request. That will take some time, probably three or four hours.'

"That's perfectly all right," the committee responded, "we have come prepared to stay until midnight." They retired.

They had been outside the room where the board debates proposals and renders important decisions but a short while when they were informed that they would have to wait for their answer from the board, not merely outside of the boardroom but outside of the building (the county courthouse) itself.

It was cold, but without a word, the 15 men went outside where they beat themselves, jumped around and otherwise exercised to keep warm until dark when the board called them in and rendered its decision.

The board called itself granting permission to the Negroes of the county to purchase and operate busses to transport their children to and from school by informing them that they could do as they pleased about the busses, but that the board would have absolutely nothing to do with the matter.

The committee returned cold but triumphant. For a while everything ran smoothly. Two more bus leagues were formed. Then another stumbling block appeared in the path of the busses. The question of licenses. This time the parents were told that they would have to get commercial licenses for their busses.

Within The Law

This obstacle while not so formidable as the one of liability still threatened to affect the leagues. No one of the members wanted to disobey the law even if it were done in providing for their children that which the county had denied them.

But this fear was soon dispelled by another perusal of the constitution. Since each member of the league was a part owner of the busses, they reasoned that when they sent their children to school it was the same as riding in the family car and therefore private license should be sufficient.

This explanation by Rev. Mr. Allen set the body at its ease and everything ran smoothly, although secretly officials of the organization were inwardly hoping that the charges of violating the traffic regulations would be made. Evidently, however, the state traffic officials were well enough acquainted with the situation to realize that there was no violation.

Since that time the leagues have encountered no difficulty with their busses. The movement has grown so that today, instead of only two busses the league operates four which are clear of all indebtedness.

Rev. Allen Ousted

Of course Rev. Mr. Allen is no longer principal of the school. This is the only one of the dire predictions made by the board relative to the matter which seems to have materialized.

As stated before, Rev. Mr. Allen was warned that if he continued in the fight for busses he would endanger his position. In answering the question of why he left the school, he goes back to that time and says:

"I was perfectly willing to swap a job for that" (meaning getting busses for the students). "I think I won and that is sufficient reward for me."

Continuing his comment on the bus situation as it is today, Rev. Mr. Allen observed:

"I am delighted to state however that the officials are changing in their attitude on the bus situation. We succeeded in getting some of the most influential colored and white citizens of Southampton County to petition the school board to take over the busses. With the proper fight and spirit I am confident this can be done."

Common Schools, Condition of

Burden Of Proposed Slash In Richmond School Funds Will Be Borne By Negroes

Mayor's $97,000 Cut May Meet Defeat In City Council

Richmond Bureau
504 N. Third St.

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The budgetary items which include an increase in the minimum water rates of from 66 cents to $1, cuts in relief appropriations and a cut in the school levy of approximately $97,000, had smooth sailing in the board of aldermen but is expected to run into "stormy weather" in common council.

It is expected that council will set a date on which taxpayers will have a chance to be heard on the proposed cuts in the city budget.

RICHMOND, Va.—With almost unbelievably crowded conditions already existing in colored schools here and with colored teachers taxed with double their proper quotas of pupils, while drawing usually less than half the salaries paid white teachers who teach in most instances less than half the number of pupils, Richmond's schools may be further crippled during the next year by a budget cut recommended by Mayor Bright in his tentative budget before city council this week.

The mayor recommends a cut of five cents from the 75 cent levy allotted the schools from tax money by the city. If this cut is adopted by city council it will mean a cut in the school appropriation for the year of approximately $97,000, which must be taken up by a curtailment of school services or a cut in teacher salaries.

Depends on State Aid

The mayor contends that with the supposed $210,000 that the schools will receive in addition to what was received from the state last year the schools will be able to close the year without a deficit, even with the retention of all present school services and the maintenance of present salaries.

It has been pointed out by superintendent Binford, however, that the schools will not receive more than $175,000 from the state at best and that most of this money is badly needed now for the purpose of making additions to overcrowded Negro schools. It is also claimed by the superintendent that this money will be needed even if no additions are made to Negro schools to enable the schools to close the year without a deficit of approximately $70,000.

Considerable anxiety is apparent here over the recommendations of the mayor to cut the city's appropriation to the schools. This anxiety is based largely upon the theory that usually when inconveniences in school services or facilities are to be borne they are invariably passed on to the colored school population.

Negroes Unfit To Head State Institutions, Gov. Peery Tells Reporter

Singles Dr. Gandy Out As Exception Promises Aid

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By JOSEPHUS SIMPSON
Journal and Guide Correspondent

RICHMOND, Va. — Interviewing Governor George C. Peery, in the governor's office here last Friday, representative of the Journal and Guide learned that the governor is apparently opposed to the idea of employing colored people in responsible positions in institutions controlled by the state.

It was obvious from the governor's replies to questions that he is of the opinion that there are no negroes in Virginia qualified to hold such positions, though he admitted that Dr. John M. Gandy, president of Virginia State College, Petersburg, is an outstanding example of efficiency and service found within the Negro race in Virginia.

Safer With Whites

In spite o fthe governor's laudation of the excellent service rendered by the eminent president of State, he contended that the business of state institutions was safer in the hands of white personnel or that such institutions were faring as well under them as they would fare under colored personnel, and were rendering as much service to the Negro race as they could possibly render under the management of Negroes.

The Governor was asked the following questions:

"Will you exert your influence toward securing the appointment of Negro physicians to interneships and staff executive positions at Piedmont Sanitorium at Burkeville and the Central State Hospital at Petersburg?

"Will you take action to bring about an adjustment of the situation now existing at the Industrial School for Girls at Peaks and the Virginia Manual Training School for Boys at Hanover?

"The state school for Negro deaf and blind at Newport News is administered and staffed by all white personnel. Will you take action looking toward remedying this condition?

Queried on High Education

"You are aware of the fact that we have only one state-supported institution of college grade in contrast to eight such institutions for whites and that this one institution provides no training in medicine, pharmacy, dentistry, law, engineering nor any other professional or technological training of a high order, and that the state spends 91 percent of its appropriation for higher education on the white institutions and only 9 percent on the one colored institution.

"Will you take any action toward bringing about a more equitable distribution of the state's funds for college and professional training, as well as technical training, in order that the white and colored population of Virginia may benefit thereby?

"Will you request a ruling from the attorney general on that provision in the Virginia tax and election laws which makes it mandatory upon the commissioners of the revenue to list the names of white and colored taxpayers upon sepaarte books, thereby making rank discriminations possible between the rights granted and the privileges accorded citizens under the government of Virginia and the various political divisions thereof?"

Answers With Question

The Governor's reply to questions about placing institutions operated and controlled by the state for the exclusive benefit of Negroes in charge of Negro boards or mixed boards and staffing them with Negro employees was given in the form of a question.

He asked if the institutions were receiving as much attention under the present management than they would possibly receive under Negro management.

He closed the question with the statement that more had to be taken into consideration than merely the inmates of the institution. He pointed out that efficiency in management and economy also came into the equation.

With references to the colleges, the governor said he did not feel that it was incumbent upon the state to guarantee professional or technical education to any of its citizens, white or colored, but felt that it was the duty of the state to see that each of its citizens received a public education up to and including high school.

Refers To Howard

He asked the reporter if colored people considered it wise for the state to furnish college and professional education for colored people when a college for members of the Negro race from any part of the United State was maintained by the federal government, in Washington.

The Governor was asked if he knew that Howard University was not a college exclusively for Negroes and that when erected that it was sought to thereby fill a need that should not exist in any state today.

The Governor was also asked if he would not admit that there were colleges for whites in nearby cities that it would be just as logical for the whites to attend and almost as economical as Howard University.

Negro on Board of Education

The Governor was informed that there were a large number of Negroes in Virginia who felt that there interests along educational lines had not been adequately looked after and that this was due largely to the fact that they had no representation on the State Board of Education.

In reply the governor said he felt that the state board of education was at present adequately looking after the needs of all the children of the state as it has done in the past.

A blanket assertion by the Governor that he was of the opinion that Negroes fared as well educationally under the government of Virginia as they did in any other state was met by the reporter with a contrast of conditions existing here with the school system of North Carolina.

The governor did not deny that they were somewhat better as far as Negro education was concerned than those in Virginia.

Tax List Attacked

On the subject of the discriminatory tax listing system, the Governor was informed that this discriminatory tax system was not applied to any other class of citizens within this commonwealth.

It was further emphasized that the system also makes possible the complete exclusion of Negroes from jury service in Virginia courts and makes possible discrimination on the part of commissioners of the revenue in making up and sending out tax bills for Virginia citizens.

Governor Peery pooh poohed the idea that a Virginia county or city would deliberately discourage the payment of poll taxes or any other taxes. He told the reporter that his taxes on tangibles and intangibles were billed with his poll taxes, and reminded the reporter that if colored people were of the opinion that any of their rights had been violated as a result of this law, they should go into the courts.

"The courts determine whether or not your rights have been violated," the Governor declared.

The reporter succeeded in convincing the Governor that poll tax bills were separate from all other tax bills, except money and bonds which were listed, if there were any, along with capitation taxes.

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Speculate on Venture

Whether the Governor will request a ruling asked for is a matter of speculation. Those who have caused many a man of less culture and breeding to have considered him venture the opinion that the reporter impertinent.

N once did he become ruffled as a result of the questions propounded by the reporter, some of which would most likely do so, if he is the case that there is some question of the constitutionality of the terms and closed in the same manner. The Governor's parting statement was to the effect that we must "give and take" that was amazing with each other.

NORFOLK, VA.
VIRGINIAN PILOT

SEP 12 1934

One-tenth On Part Time

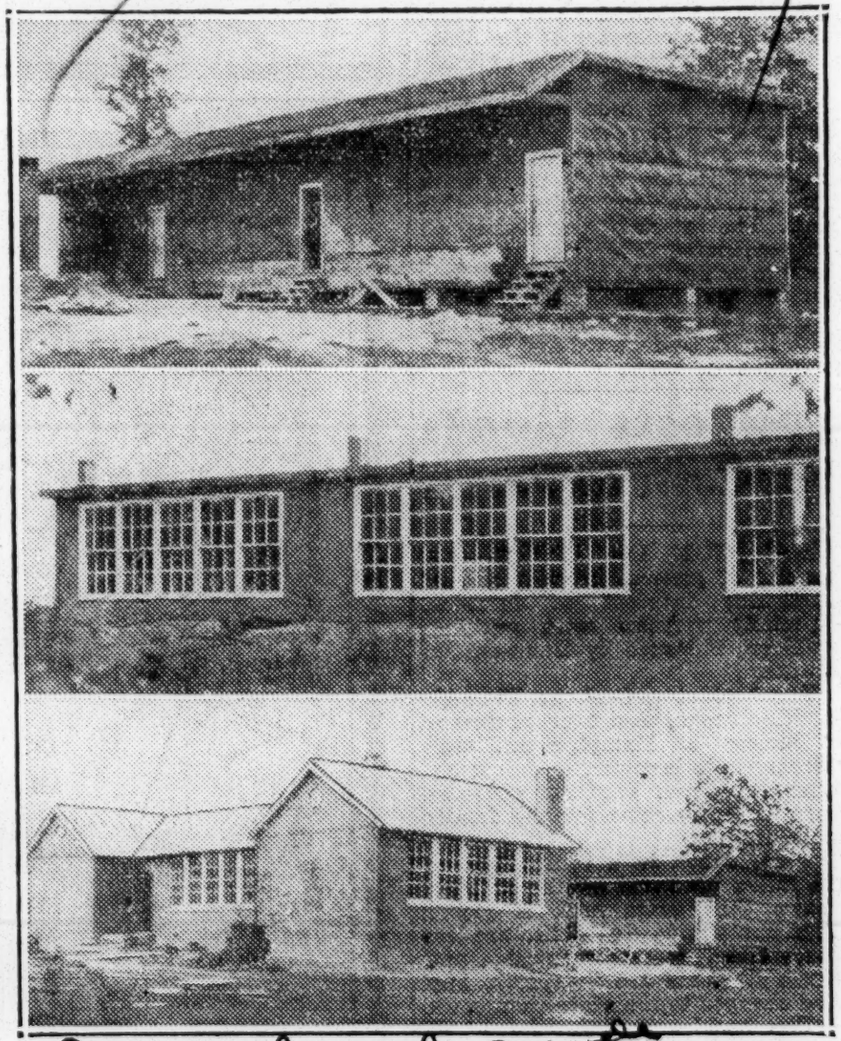
For every sixth person in Norfolk, today is a most eventful occasion. Between 23,000 and 25,000 youngsters are either returning to the public schools or entering them for the first time. A pupil-army as large as the student population of our greatest universities will invest Norfolk's scattered school plant today for a nine-month occupation.

The seasonal return of the children to their lessons is properly a subject for the sociologist and the philosopher, for what other event is more bound up with our earthly aspirations? Here is the cavalcade that has issued from our dreams and which will justify all our striving. Will it or will it not? The experience records are cruel. They tell us that the new generation will grow up not much wiser than the old and not much better. No matter. Today, no parent believes in the experience records but in something better—in the infinite capacity of the child to absorb the wisdom of the ages and to profit by it, and in the supreme duty of the State to make this wisdom inexpensively and safely accessible. That comes near being the central dogma of our democracy.

What of the State's—in the present case, the city's—resources for discharging this obligation? Despite prolonged depression and attenuated revenues, they are reasonably adequate. Save for one exception, to be noted hereafter, there is class-room space enough, even though crowded here and there, and somewhat in need of renovation and better equipment. Many teachers will have to carry a heavier load than they can handle with the best results, and at salaries that are discouragingly small, but their esprit de corps is high. They have borne bravely and splendidly their share of the burden imposed by the city's protracted battle with diminished revenues, and should have their burdens lightened as soon as the pressure on the city budget lifts.

The exception referred to is the deficit in school facilities for the younger children of the Negro race. More than 2,000 children in the lower grades will return today not to full-time classes, but to a part-time instruction that can not be reconciled with a fair and undiscriminating discharge of the public school obligation. For one-tenth of the city's school population today means a return to school not as good, not as useful and not as socially constructive, as the return of the other nine-tenths. For this condition the City School Board and the City Council must find a remedy. They should not rest until they do.

School Facilities—Before and After



(Journal and Guide Photo)

Thousands of motorists passing on the highway between Norfolk and Petersburg have seen the building at the top in the above photographic layout. It has served as a school building for colored pupils at Disputanta, Va. It has three doors but no windows on the front. On the rear (middle picture) are fifteen windows, five for each of the three rooms. The lower view shows the new brick structure, costing $8,000, now nearing completion just in front of the wooden structure. The two rooms nearest the highway have no front windows.

The wooden building, in use for years, is covered from top to bottom by tar paper. A two-story brick building for white pupils a short distance up the highway has been in use for several years. It is windowed normally. The now discarded building is typical of hundreds of rural schools for Negro children in the South.

Alabama

Education—1934

Common Schools, Improvement of.

SIX NEGRO SCHOOLS ORDERED IN COUNTY

Post

Construction Financed By PWA Loan

12-1-34

The building program in county schools had taken another step today following the authorization of the Board of Education yesterday for the purchase of six sites for new Negro schools.

Birmingham

These schools will be located at Brookside, Oxmoor-Redding, Robertstown, Pinson, Virginia Mines and Irondale. The schools are included in the project to be financed by Public Works Administration funds, which are due to be released soon.

The board voted to install fire extinguishers in all schools.

Supt. E. B. Erwin was asked by the board to make a study of school lunchrooms with a view to recommending a proposed code for their operation.

Florida

Education – 1934

Common Schools, Improvement of.

Titusville, Fla., Advocate
August 17, 1934

Work on Negro School Building Here Finished

$4,300 Spent On Structure During Past Year

The improvement program of the Board of Public Instruction at the colored school building here is nearing completion this week. A total of about $4,300 has been spent on the structure during the past year.

The original building has been remodeled, and a wing measuring 60 by 40 feet has been added. The original building was two stories high, and measured 66 by 48 feet.

The second floor of the old building formerly used as an auditorium, has been divided into class rooms, giving the school now eight individual instruction rooms.

The new addition, which is located at the west, or rear of the original structure, is one-story in height and contains a large auditorium and inside toilets. A balcony has been also provided in the remodeling program.

Electric lights have been installed in the structure. City water is piped to the grounds. The Board of Public Instruction spent in the neighborhood of $1300 on the building for materials and electric service. About $3,000 was spent on the project by the FERA for labor and some materials according to L. C. Stewart, school board member from this district.

General

Education – 1934

Common Schools, Improvement of.

CONCORD, N. C.
TRIBUNE

MAY 24 1934

FEDERAL AID FOR SCHOOLS.

One can easily understand some of the advantages that would follow legislation providing federal aid for public schools, but there immediately arise also some doubts that will tend to overshadow, insofar as the South is concerned, the benefits.

If Washington decides to appropriate $100,000,000 for schools, for instance, Washington may be counted upon to demand the right to say how the money shall be spent. If the pay of teachers, as an example, is to be provided from Washington then it is reasonable to expect Washington to assume the right of deciding not only who shall teach but what they shall teach and where they shall teach.

The federal government isn't a stickler for racial segregation as things stand now and there's no reason to guarantee that it would adopt a different policy in regard to the schools. Which might mean that if the federal government should decide to take over the schools it would set up no separate standards for white and colored teachers in any portion of the country. And under such a program we might find a lineup calling for the intermingling of white and colored students in the South or the selection of colored teachers for white schools and white teachers for colored schools.

Problems peculiar to each school district could hardly be recognized under a nation-wide program directed from Washington, and when the federal government decides to support the schools it can be counted on to run the schools, depriving local people of whatever rights they have maintained under the present lineup.

It might be desirable from the standpoint of the taxpayer for the federal government to take over the schools but this benefit would be more than offset by difficulties that easily could lead to serious differences, particularly in those sections where it has been found advisable to segregate the races in all phases of life.

Education - 1934

Georgia

Common Schools, Improvement of

GEORGIA CITY BUILDS TWO NEGRO SCHOOLS

Conservative Augusta Spends Quarter Million on Plant and Adds Grade to Curriculum.

Augusta, Ga., Dec. 8.— The recent completion of two modern and commodious public school buildings for colored children and the addition to the curriculum of one year of high school work are hailed here as the dawn of a brighter day for Negro public education in Augusta. The two buildings, costing a quarter of a million dollars, were erected from the proceeds of a recent million dollar bond issue for public schools. Their cost in proportion to the entire building program is not far from the proportion of Negroes in the total population.

The larger of the two, costing $137,000, contains thirty-six rooms, an auditorium seating 1,200, and accommodations for 1,500 students. This school is named for Rev. Charles T. Walker, a well-known leader of an earlier generation. The smaller building, named for Rev. Silas Floyd, another local colored leader, contains twenty rooms and represents an outlay of nearly $100,000. Both are handsome, substantial buildings of brick, stone and cement, and are equipped and furnished throughout in the most modern manner. The grounds are now being put into condition by a force of CWA workers.

Simultaneously with the construction of these new schools, the city board of education is introducing the first grade of high school work, with the expectation that an additional grade will be added each year until a full high school standard has been achieved. This is a notable move, since for many years the city has provided no high school facilities whatever for its Negro children, but has left them entirely dependent upon private schools for their high school opportunities.

Georgia

Education-1934

Common Schools, Improvement of.

APPLICATION MADE FOR FUNDS TO BUILD NEW NEGRO SCHOOLS

Plans For Four Buildings Submitted to State CWA Board by Walter Jones

Application for federal aid in constructing four Negro schools in the city was made to the state CWA board yesterday by Walter D. Jones, representing a committee from the Bibb County Board of Education which the day before was empowered to act on the entire proposition.

The application, including plans for the four new buildings, were carried to Atlanta early yesterday afternoon following a meeting of the committee yesterday morning in the offices of the board of education.

No action was taken on the application yesterday, and Mr. Jones is expected to return to Atlanta Saturday, after some slight changes have been made in the plans, and at that time the entire project probably will receive approval.

Under plans for the building program, the four schools would cost approximately $260,000 and would be modern brick structures. They would replace old frame structures now located on Ward street, Green street. Hazel street and in East Macon.

Plans Not Complete

Problems of financing the local share of the expense and of the enlarging the present or obtaining new sites are yet to be handled by the committee. Yesterday morning it spent most of itn time in going over estimates and the plans with architects.

Robert Watkins, engineer in charge of CWA work here, was in Atlanta yesterday, and he was expected to use his influence in getting an early decision on the board's application. No trouble is expected in getting the application through since the CWA is said to look with favor on projects such as the one being considered.

J. Clay Murphey, chairman of the finance committee of the board of education, is head of the committee working on the school construction program, and other members of the group are Leon S. Dure of the board of commissioners; A. R. Willingham, Walter C. Stevens and Wallace Miller. The committee was given complete power to act in the matter at a called session of the education authorities Wednesday afternoon.

New Negro School In Lowndes County

VALDOSTA, Ga., Sept. 4.—White and colored residents of Hahira have united in providing a new school building for Negro children, which will be opened for the first time on Sept. 10 when the rural schools open.

A school building at Bethany, near Hahira, was torn down and the material hauled to Hahira and a sufficient amount of new added, to erect a building wtih a capacity of 180 pupils. The work and new material were paid for by donations from white and colored residents. Previously the Negro children had been taught in various Negro churches in Hahira, where there was practically no equipment.

CLIPPING FROM THE

AMERICUS

GA.

ISSUE OF

DEC 3 1934

THE NEW NEGRO SCHOOL

Americus has needed a negro high school building for several years and information that a plan has been worked out whereby one is to be erected is good news.

Americus is the only city of its approximate size in South Georgia that does not have a high school for its Negro children. That is a serious indictment against this city.

The Negro citizens of the city are showing a fine spirit of cooperation and offering to assist in any way to get the building.

Illinois.

Education — 1934

Common Schools, Improvement of.

COSTLY SCHOOL READY

$6,000,000 Spent On Lane Technica High In Chicago

CHICAGO—(AP)—Heralded by educators as the finest and most modern institution of its kind in the United States, Chicago's new $6,000,000 Lane Technical High School will be opened formally Sept. 17, it was announced.

In 45 shops, equipped with $650,000 of modern up-to-date apparatus, 7,000 boys will be taught a wide range of trades and crafts, including aviation, auto mechanics, electricity, forge and foundry work, welding, woodworking, printing, and even the new technique of air conditioning.

The school has 65 classrooms, 20 scientific laboratories, an auditorium seating 2,300, a cafeteria seating 1,150, three gymnasiums and a large swimming pool. The aviation shop has huge sliding doors that will admit an ordinary airplane. All of the shop equipment is motorized, eliminating dangerous belting and shafting.

Lane will give two- and four-year courses, said William J. Brogan, superintendent of schools. The first will offer intensive training in a limited range of crafts. The second is designed to provide a general knowledge of the trades, and the social and economic influences affecting them.

North Carolina

Education - 1934

Common Schools, Improvement of.

Ahoskie, N. C., Herald
May 10, 1934

EDUCATION DAY AT WINTON A SUCCESS

Winton, May 8.—Education Day held at Winton for the colored schools of the county was a great success. The attendance was good. The reports made by the various schools were gratifying. They showed that the schools had done well in raising money for repairs and carrying on some form of relief. The schools reporting the highest amounts were the following: Philippi school, $295.95; Waters Training school, $280.00; Murfreesboro graded school $264.46; Ahoskie graded school, $217.00; Court house school $182.-80; Pleasant Plains school $138.-95. The total amount brought in by all schools was $2,455.19. The following school were represented on program: Ahoskie graded school, Mapleton school, Murfreesboro graded school, Mount Sinia school, Philippi school, Pleasant Plains School, and Waters Training School.

Prof. J. R. Brown, superintendent of county schools, made timely remarks to the seventh grade class. He presented certificates to 75 pupils who had finished that grade, admonishing them to continue in high school next fall.

Mrs. Katie Hart, County Supervisor of colored schools expressed her delight at the success of the day. Mrs. Hart had planned the program in such a manner that the occasion was bound to succeed.

Dr. C. S. Brown, who was master of ceremonies, lauded the days activities. Prof. C. S. Yeates who has charge of the Elementary Department of Waters Training school spared no pains in having the various schools that had gathered from the remote sections of the county to feel that they were welcome.

South Carolina

Education - 1934

Common Schools, Improvement of.

Charleston, S. C. Evening Post
July 27, 1934

CONTRACT FOR SCHOOL SIGNED

Work Will Begin at Once on Structure for Negroes

The contract for the construction of the new negro school on the Hanover, Nassau, Sumter and Harris streets block at a cost of a little over $30,000, awarded by the board of public school commissioners recently to Ralph B. Simmons, contractor, was formally signed Thursday and work is to begin immediately on the structure.

The school, which will relieve over-crowded conditions in the negro schools of the city, particularly at Shaw, will be completed as soon after the opening of the 1934-35 term as possible. It will be two stories in height with eight class rooms, one of which will serve as a temporary lecture hall.

The plan is to increase the size of the building as practicable so that it will ultimately take the place of the present Shaw school, now obsolete, out-moded, and no longer suitable for standard use.

York, S. C. Enquirer
October 19, 1934

NEW NEGRO SCHOOL HOUSES ARE BEING BUILT IN YORK COUNTY

4-76

Several new negro school houses are being built in York county this fall One in the New Zion district is about completed and ready for use. The others starting are in the Catawba, Lesslie, Mt. Holly, Hopewell and Smyrna districts.

In each case one room schoolhouses are being built, entirely adequate for the attendance now, except in the Mt. Holly district which will have a two-room house.

There has been some delay in this school house construction, because of the impossibility of getting sites for the buildings, where the present ones are located, and the need to buy new sites in some cases. Originally, the colored people built a school house on the grounds of a colored church, but now with a new building planned, the church trustees decline to give the ground for the site. In some cases a site more convenient for the negro children has been obtained.

The cost of these buildings is borne by the school district in each case. In one or two of the districts an effort is being made to obtain FERA labor to help build the houses, without cost for that to the district, but always the district must furnish the materials.

Formerly, a considerable part of the cost of negro school houses here was borne by the Rosenwald Foundation a philanthropy of a Chicago millionaire. But since the stock market exploded in 1929, the stocks in which the fund was invested have not paid dividends enough to give the Foundation any income to use for its purposes, the advancement of negro education in the South. So that source of money for new negro school houses is cut off now. There are 23 negro school houses built in recent years with Rosenwald money largely in York county.

Tennessee

Education—1934

Common Schools, Improvement of.

NEGROES GET SHARE OF SCHOOL BUILDING

NASHVILLE, Tenn., Dec. 25 (By ANP.)—Attorney George H. Cate president of the Nashville Board of Education, who secured a $400,000 appropriation for the building of three new Negro schools in Nashville, and an addition to the old Washington Junior high school, saw that McKee architects, the firm of McKissack and McKissack, got the bulk of the building among the Negroes in the letting of the contract for the new Negro senior high school to be located in North Nashville.

Besides the new senior high school to be built, South Nashville is to receive a new elementary high school, and a new junior high school. Both white and colored workers are to be employed in the construction of the fourteen buildings for both races, and it is estimated that approximately 300 of Nashville's unemployed will find work, and the schools when opened will tend to lessen the unemployment among college graduates now unemployed in the city.

Architect Gets Contract for High School

NASHVILLE, Tenn.—(ANP)—George H. Cate, president of the Nashville Board of Education, who secured a $400,000 appropriation for the building of three new colored schools in Nashville, and an addition to the old Washington Junior high school, saw that architects McKissack and McKissack got the bulk of the building among the colored, in the letting of the contract for the new colored senior high school to be located in North Nashville.

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West Virginia

Education-1934

Common Schools, Improvement of.

5 W. Va. Counties Have Public School Superintendents

New Deal Had Already Established State Board of Education.

TONEY, ELLIOTT, SAUNDLE, CALLOWAY, WATKINS IN

They Have Full Charge of Colored Schools.

CHARLESTON, W. Va.—Not content with breaking a record in establishing the only Colored State Board of Education, the New Dealers have raised the number of assistant superintendents of schools West Virginia to five.

They are Andrew H. Calloway, of Kanawha County; Lee A. Toney, of Fayette County; John B. Elliott, of Raleigh County; J. S. Saundle, of Mercer County, and L. A. Watkins, of McDowell County. Messrs. Toney and Saundle were added to the list this year.

System Called Best in U.S.

The present county unit system, drawn up last year under the direction of Governor Kump, is said by a professor of the University of Chicago to be the best educational system devised for public schools in the United States.

Under this set-up the old county districts were abolished and everywhere in W. Va., the county became the unit for taxation and administration.

Benefits Cited

Colored citizens of the state have already benefited from the establishment of this system. With the abolition of the old districts, entirely new school plants came into service in several counties.

Citizens in some districts, where there were too few to support schools, are now expected to benefit both from transportation and consolidation and the building of new schools, made possible by a larger taxing unit, according to reports of the State Department of Education.

"Fullest cooperation has been given to colored educators in the state," says I. J. K. Wells, supervisor of Colored schools. "Even under the CWA Emergency Schools, they have fared in most cases, more than equitably under the New Deal.

"Examples of this can be seen from the fast that Kanawha County was permitted an allotment of 52 teachers under the CWA, 28 whom were colored; Raleigh County was allotted 24 teachers, 14 of whom were colored; McDowell County was allotted 33 teachers, 30 of whom were colored."

Wells and Barnett Wrote Amendment

Supervisor Wells and Leonard Barnett, executive secretary of the West Virginia State Teachers' Association, wrote the amendment to the county unit law, providing for the establishment of colored assistant county superintendents in every county where fifty or more colored teachers resided.

This amendment was introduced in the legislature by Delegate Stewart Calhoun, McDowell County, the only colored member of the legislature and went through the Democratic House and the Democratic Senate without a dissenting vote.

Have Full Charge

The superintendents have complete charge of transportation, administration, supervision and the employment of personnel. The assistant superintendents are placed completely in charge of colored schols and many have the same salaries, the same office space and the same secretarial services as do members of the white staff.

Education-1934

Denominational Schools.

A.M.E.

Henderson, N. C. Dispatch
March 13, 1934

Kittrell College Is Put In Federal Receivership

Action Heads Off For Time Being Suit of Benjamin Taylor, Former Business Manager, for $7,000; Rev. Vernon Hodge, Durham Negro Preacher, Receiver

Kittrell College Negro institution at Kittrell, this county, and one of the oldest Negro institutions in the State, has been thrown into receivership in advance of a suit pending in Vance civil court, it became known today. Rev. Vernon Hodge, pastor of St. Joseph's A. M. E. Zion church in Durham, was made receiver when the action was brought in Federal court in Raleigh.

In the suit, which was to have been heard in Vance superior court today, Benjamin L. Taylor was seeking to recover the sum of $7,000 which he claims is due him as back salary over a period of several years during which he was business manager. He resigned in June last year.

The suit was brought last September, but at the October civil court was continued because of an offer by the college to compromise, which offer the plaintiff refused to accept.

The complaint, according to T. P. Gholson, counsel for Taylor, alleges the court records here show the college has an outstanding unpaid $67,000 mortgage, but that the plaintiff believes this obligation to have been discharged, although not cancelled on the records in the register of deeds office.

Dr. Charles E. Stewart is president of the college, an office he has held for the past several years. The institution has found the going very rough during the depression years, and has faced numerous difficulties during that time. Dr. Stewart was prevailed upon to give up a large city pasterate in Washington, D. C., to come here and endeavor to pull the institution through, and has put up a desperate battle to that end. It is understood the receivership will not stop the operation of the college.

Perry and Kittrell, local law firm, is counsel for the college in the litigation, and obtained the receivership in Federal court.

Raleigh, N. C., News & Observer
April 13, 1934

NEGRO COLLEGE OWES FIVE RALEIGH FIRMS

Kittrell College Lists Liabilities of $53,559 in Bankruptcy Schedule

Five Raleigh firms are listed among the creditors of Kittrell College, bankrupt Negro instruction of Kittrell near Henderson, which filed a schedule of assets and liabilities yesterday in the office of the clerk of Federal Court.

Bills are owed by the college to: Edwards & Broughton Co., $145.30; Mitchell Printing Co., $76.58; Dillon Supply Co., $32.06; Athletic Supply Co., $80.38; Royal Baking Co., note, $224.

A total of $1,713.82 in back salaries is owed by the institution, which listed 144 unpaid bills.

One of the debts listed is $65 to "Who's Who In Colored America."

Assets were listed at $214,200, including the college buildings and equipment; liabilities at $53,559.95.

ORIGINAL RECORDS OF WILBERFORCE UNIVERSITY DISCOVERED

Christian Recorder
Dec 7-1934
Philadelphia, Pa.

In clearing up the effects of the late Bishop Jones, among documents discovered, was a copy of the original minutes of Wilberforce University which the Bishop had had for a long time and had even forgotten was in existence. It is a bank record book of the ordinary variety used in that time, size about 6x7x3-4, pasted on the back, written in the hand-writing of the secretary is a label, "Original Records of the Founding of Wilberforce University under the Cincinnati Conference of the Methodist Episcopal Church." On the inside of the cover printed in large letters are the words "Records of the Ohio African University, 1855." About one fourth of the book contains records beginning with the first meeting at Cincinnati, Ohio, October 31, 1855, and continuing through March 10, 1863 at 2:30 P. M. in the Methodist Book Room.

President Wright, who is in possession of the record stated that "I have been nearly two years looking for the records." As soon as I came to Wilberforce a woman came with her husband to Wilberforce and expressed her great delight in seeing the Institution for the first time. She said that her grandfather had been one of the founders, that his name was Rev. Mansfield French, and that she had seen, in her childhood, a set of minutes of Wilberforce University kept by her grandfather French. She also stated that her grandmother held the book to be very valuable and said she wanted to give it to Wilberforce University. She said, "One day a stout brown skin man who was President of Wiberforce University came to our house and was presented the book for the school library. This was about thirty years ago." President Wright thinking that the stout brown man" was Bishop Jones, who was president 30 years ago, with Bishop Jones, searched several hours in Bishop's library for the book and did not find it. The librarian of Wilberforce University was also unable to locate it. It looked as though the book was lost forever.

This is one of the most important historical documents in Negro education. While it is not full yet it clears up many questions. Many people will be surprised to know that it was first called Ohio African University. The Methodist Episcopal Conference held in Urbana, 1856, appointed a committee to carry out the measures and resolutions of the report of the committee of the elecation of the colored people The following were present at the first meeting:- Rev. John F. Wright, Rev. A. Lowrey, Rev. Dustin, and Rev. Mansfield French. Rev. C. W. Swain was the absent member of the committee. Rev. John F. Wright was selected as chairman, and Rev. Mansfield French as secretary. It is to be noted that this movement was entirely apart from the African Methodist Episcopal Church. Rev. John F. Wright was authorized to offer ten thousand dollars for the property in Greene County, known as the Xenia Springs or Tawawa House for the founding of the University, said sum of ten thousand dollars, payable one fourth down, the remainder in three equal and annual payments ("with interest if necessary.")

On motion it was resolved that the institution be called the **Ohio African University** and that Rev. John F. Wright be authorized to solicit subscriptions for same.

It was interesting to know both sexes was admitted into the Institution.

Meetings are recorded as of December 5, 1855; March 18, 1856; March 19, 1856; and August 29, 1856. It seems that up to the last date mentioned only the committee from the Cincinnati Conference had acted, but evidently they had been in close consultation with the African Methodist Episcopal Church for on August 29, 1856 we have the following minutes for an informal meeting:

"Xenia, Ohio, August 29, 1856.

"At an informal meeting of a portion of the Conference Committee approved to establish a University for the colored people and several other brethren interested in the object.

"On motion Rev. Merrich of Delaware, Ohio was appointed chairman, and Rev. M. French was appointed secretary.

"On motion it was recommended the contemplated Institution be called the

Wilberforce University.

On motion the meeting adjourned.

M. FRENCH, Secretary."

Who suggested the name **Wilberforce** University and why, is not recorded Why and how Revs. D. A. Payne, Lewis Woodson and A. I. Anderson of the A. M. E. Church and Ishmael Keith of the Baptist Church were made directors is not known from the minutes. From other sources however, it is known that Bishop Payne and his associates had been engaged in educational work at another point near Columbus, Ohio. The two movements were merged and a new name secured, a name destined to become famous in **America's educational history.** Later on the same day, August 29, 1856 we find the following minute recorded:

"Xenia, Ohio, August 29, 1856.

"At a meeting of the corporators of the Wilberforce University held at the office of M. D. Gatch, Esq., Rev. F. Merrich of Delaware was appointed chairman and Rev. M. French, Secretary.

"On motion the corporators presented for appraisement for the purpose of obtaining University powers, their grounds and buildings.

"On motion, the cooperators proceeded to elect trustees.

"On motion, the number was fixed at twenty three.

The following were put in nomination and declared duly elected to act.

1. Rev. J. F. Wright—Cincinnati, Ohio
2. Rev. John Pfaff..... do
3. Rev. S. P. Chase..... do
4. Rev. M. Dustin..... do
5. Rev. Asbury Lowrey.. do
6. Rev. John Joliffe..... do
7. Rev. John Dubois..... do
8. Rev. Wm. Wood..... do
9. Rev. M. French.....Xenia, Ohio.
10. Rev. M. D. Gatch..... do
11. Rev. Wm. Hypes..... do
12. Rev. Daniel Payne Tawawa Springs
13. Rev. F. Merrich—Delaware, Ohio
14. Rev. Lewis Woodson—Pittsburgh, Pa.
15. Rev. Uriah Heath—Morthington
16. Rev. D. Edwards—Dayton, Ohio
17. Rev. Goodsal Buckingham—Putman.
18. John Mahin....Jamestown, Ohio
19. A. I. Anderson—Hamilton, Ohio
20. John Davis..... Jamestown
21. M. S. Hopper..... Cincinnati
22. Rev. Ishmael Keith—Carthagena, Mercer County.

23. A. M. Taylor—Cincinnati, Ohio

"On motion, M. D. Gatch, Wm. Woodand Rev. Wm. Hypes were appointed a committee to cooperate with the Conference Committee in making such repairs on the property as may be necessary to protect it.

"On motion, the committee was instructed to sell such portions of the furniture, and at such time as they may deem best.

"On motion it was resolved that the Ohio Conference be respectfully requested to appoint Rev. Uriah Heath agent for the University during the next conference year.

"On motion it was resolved that the first meeting of the board of trustees be held in Xenia on Tuesday the 16th of September, and that the secretary be requested to notify those who are not present.

M. FRENCH, Secretary."

In the above incorporation there were nineteen white persons and four colored; the colored being Bishop Daniel Payne, Rev. Ishmael Keith, Rev. Lewis Woodson and Rev. O. I. Anderson.

The minutes show the ups and downs of the Institution, now called "Wilberforce University" in honor of the great anti-slavery agitator of England. To one with a sense of history, it is most interesting to read.

Rev. Mansfield French was secretary until November 10, 1856 when Rev. Wm. G. W. Lewis became secretary. he was succeeded by Rev. Uriah Heath. June 27, 1860, he died June 1862, and was succeeded by Wm. L. Hypes. It is recorded that Honorable S. P. Chase took his seat on the board, June 28, 1857.

The last minutes recorded in the book is of a meeting of the board, March 10, 1863. The meeting was opened with prayer by the Bishop Payne. Wm. Hyypes resigned and Dr. Rust was elected secretary. It was resolved "that in view of the circumstances to make such disposition of the property of the University as shall meet all of its liabilities."

In the session of the Board of Trustees the following proposition was presented and unanimously adopted:

"Bishop Payne agreed in behalf of the African Methodist Episcopal Church to take the Institution and all its assets at the sum of Ten Thousand Dollars, Three Thousand of which is to be paid in three months from date, and he also agreed in behalf of said church to assume the balance of the remaining seven thousand dollars of liabilities and receiive a quit claim deed of the property on the payment of the three thousand dollars."

"Resolved, That until the contract be consummated the Executive Committee continue to have charge and oversight of the proprty, taking an invoice of all personal effects."

This concludes the activity of the Cincinnati Conference and the joint control of the Methodist Episcopal Church and A. M. E. Church, and marks of the African Methodist Episcopal Church denomination of Wilberforce University.

It seems that as the Civil War progressed, interest in the University diminished and it became more and more difficult to raise funds. It was therefore best to close the institution and the white majority so voted. Daniel A. Payne whose heart was in the institution as in his own life, could not stand to see the institution closed. So he came forward with the proposition to buy the property as above outlined

WILBERFORCE UNIVERSITY AT THE CHICAGO FAIR

Christian Recorder
9-6-34

Wilberforce University had a great day at the Chicago Century of Progress Monday, August 20th. It was known as Wilberforce Day, and many distinguished personages were present. Most significant, however, was the address of welcome by the Honorable Rufus C. Davis, President of the Century of Progress. Mr. Daves appeared in person and remained throughout the program. Officials of the Fair said that the Wilberforce Day was one of the most successful that has been had this year. Every Negro ought to be proud of the fine words which Mr. Daves said about our oldest racial institution, Wilberforce University. Mr. Daves' address is as follows:

"It is indeed a pleasure for me, as President of A Century of Progress, to greet and welcome this vast company of the friends and supporters of Wilberforce University, and its distinguished President.

"This is Wilberforce Day at A Century of Progress, and it is fitting and proper to recall the service of this institution when we celebrate the progress of the century.

"Wilberforce University was founded in 1856, before the Civil War, and has provided education for the young men and young women of the Negro race. It is a college of Liberal Arts, and gives the degree of Bachelor of Arts and the degree of Bachelor of Science, Bachelor of Science in Education, in Commerce, in Social Administration, etc. It also instructs its pupils in the Domestic Arts, in Agriculture, Mechanics and in other fields of practical usefulness. It has performed this latter service without sacrificing the high standards of scholarship which it has always maintained.

"In the 78 years of the life of this institution there has been an extraordinary change in the status of the colored people. They have participated in and contributed to the progress of the century. Both in the exhibits they have made and in the ceremonies arranged for the exercises of this evening, Wilberforce University has illustrated the marvelous progress of the Negro people since the Civil War. They have shown in their exhibits the spread of education and the advance in wealth and influence of these people—and it is a wonderful record.

"In the exercises of this evening there is to be included the dances of the Zulu Tribe of South Africa, presented by men now receiving their education in this country, who were born and brought up in tribal life, continuing with the rendition of choral music always so acceptable to the modern audience, and closing with the scholarly address by the President of Wilberforce University. This program is in itself a demonstration of progress.

"We join with you and with all the friends of education in wishing for Wilberforce University the continued exercise of its great influence in advancing in this country the cause of education."

We congratulate Wilberforce upon such a fine tribute from such a distinguished leader. The other addresses by Dr. B. L. Stradley, President of the North Central Association of Colleges and Secondary Schools, and by Dr. R. R. Wright, Jr., President of Wilberforce University will be published later.

COLLEGE IS FORCED TO SUSPEND

$50,000 Debt Forces Kittrell to Curtail Operation For a Year

Washington Tribune
8-29-34

Kittrell College faced with a deficit of $50,000 was forced to curtail operation November 28 when theboard met and decided to immediately put on a campaign to raise the money so that the school might open within a year.

All of the courses at the school were suspended except Bible training.

Dr. Charles E. Stewart, president and former pastor of Metropolitan A.M.E. Church here, will remain as head of the institution, but in connection with the presidency he will pastor the St. Baul A.M.E. Church at Raleigh, N. C.

The school is located six miles from Henderson, N.C., and is one of the largest denominational schools of the A.M.E. Church in North Carolina.

Trustees of the institution here in Washington who attended the board meeting last week were W. H. C. Brown, receiver of the Industrial Savings Bank; Dr. William H. Thomas, pastor of Metropolitan A.M.E. Church, and Dr. Charles H. Wesley, presiding elder and head of the History Department at Howard University.

In a statement to the Tribune this week Mr. Brown stated that the campaign to raise the $50,000 would begin at once and the board hopes the school will reopen next year.

Education-1934

Baptists.

Denominational Schools.

WHITE BAPTISTS AID THEOLOGICAL SEMINARY HERE

10-19-34

School Now Back on Old Site Cheered by Gifts From Faithful Friends

Nashville

The American Baptist Theological Seminary, which recently went back to its old site on the White's Creek pike, adjacent to the Roger Williams University campus, recently have been receiving substantial and needed help from the white Baptists of Nashville. Dr. J. H. Garnett, dean of the school, as is always his custom, proudly gives to the public a list of the gifts received by the institution during the first weeks of October. A letter from Dr. Garnett to the GLOBE AND INDEPENDENT is as follows:

Nashville, Tennessee
Route 3.

October 13, 1934.

Report of Pantry Showers,
Dear Editor:

We wish you would allow space in the column of your paper, to give an account of the kindly acts by friends of the American Baptist Theological Seminary, and the result of their interest in the Seminary. During the month of October we received food stuffs from the following churches and circles:

From the Eastland Baptist Church Rev. H. T. Whaley, pastor, good things to eat to the amount of $17.00. This shower was brought by Dr. J. C. Miles, who teaches at the Seminary.

From the Belmont Heights Baptist Church, Dr. R. Kelly White, pastor, groceries amounting to $9.25 including a sack of potatoes from Circle No. 3, Mrs. J. J. Waller, president.

Globe and Independent

From the Antioch Baptist Church, Mrs. E. R. Beucler, president of Circle, a case of canned goods.

From the Hazel Andrew Circle of the Immanual Baptist Church, Dr. Chas. S. Henderson, pastor, brought by Mrs. D. C. Campbell, groceries $9.40.

10-19-34

From the Woman's Missionary Union of Calvary Baptist Church, Mrs. C. S. Sullivan, president and Mrs. R. K. Kimmons, treasurer, groceries, $2.50.

From the Woman's Missionary Union of Donelson Baptist Church, Mrs. Robert Baker, president, a box of groceries $8.10.

We received from the Sunday School Board of the Southern Baptist Convention, Dr. I. J. Van Ness, secretary, fifty copies of Gospel Melodies value $20.00, brought to the Seminary by Dr J. C. Miles.

Mr. Robert W. Hailey, son of Dr. O. L. Hailey, brought to the Seminary from the Sunday School Board of the Southern Baptist Convention, Dr. I. J. Van Ness, secretary, a beautiful Bible for Chapel service, value $10.00. Mrs. Robert W. Hailey sent to the Seminary two pots of ferns to adorn the Chapel.

Words are inadequate to express our deep gratitude for these munificence, without which the work would be greatly handicapped. In behalf of the American Baptist Theological Seminary.

I thank you,

J. H. Garnett, Dean.

NEWS FROM THE AMERICAN BAPTIST THEOLOGICAL SEMINARY

Return to Former Site

To the Board of Directors, in special session assembled, Gentlemen:

I wish to report to you what has been accomplished thus far on return to the former site of the American Baptist Theological Seminary.

Pursuant to decision of the Seminary Commission we returned to the original site of the American Baptist Theological Seminary, on White's Creek Pike, the first week in July, 1934.

At the request of Dr. E. P. Allridge, Executive Secretary of the Commission for the American Baptist Theological Seminary, J. H. Garnett was requested to supervise the return to the above named habitat of the American Baptist Theological Seminary.

According to order, we addressed ourselves to the arduous task.

In this notable event we were very glad to have the valuable and faithful help of Mr. Robert W. Hailey, who stood by us in the work of moving, from the beginning to the end. Mr. Hailey, also succeeded in finding a party to do the moving at a very reasonable rate, which was $30.00. He used his car, which was indispensable in the moving.

It was a puzzle to know what to do with the 10 years' accumulation of the belongings of the American Baptist Theological Seminary, on its return to a building greatly in need of repairs.

The moving took about 3 days. It was necessary to be present at the loading and unloading, to direct what should be moved first and where it should be placed.

The moving having been completed, the repairs, renovation and decoration were the next move. This has been a prolonged task and is not yet completed.

The Commission provided $100.00 for the task. $45.00 of the $100.00 was spent in repairing the guttering of the building. The dormer windows were repaired and renewed by Mr. Frank Kennedy.

The cleaning of the premises and the buildings were the next items demanding attention. The walls and woodwork of the interior of the building were washed down. The settling of the building caused many breaks in the plastering, making it necessary for much pointing up and some skilled plastering to be done.

As there was no one on hand to do this much needed work of pointing up, I went to a second-hand store, bought 2 trowels and with an improvised hawk I proceeded to the task of pointing up.

Mr. S. M. Taylor, one of our students, an expert plasterer, was conducting a meeting in an adjacent town. When he returned he was put in charge of this work. He did it well.

Painting

For this work only one man was present, and he did not know how to paint, and had to be shown. With a bucket of paint, and brush in hand I mounted a ladder and showed him how to do it. Other men soon joined in the work and the painting went forward. Taylor and Wells became experts at the job.

The ceilings and walls of the first and second floors of the Seminary building have received two coats of paint, and the chapel three coats.

The outside work is now under headway.

The Campus

On return to the old site, we found that a luxuriant growth of weeds covered the grounds and well-nigh hid the building.

The weeds were cut at the cost of $10.00.

The driveway leading to the building had gullies on either side. We had a coating of gravel and cinders put upon this driveway at a cost of $8.00.

We have planted a patch of turnips.

The Lawn

The space, between the building and the highway, consisting of about a quarter of an acre, has been broken up and sown with blue grass for the purpose of developing a lawn.

A Horticultural Plan

As we have ample space, we plan to make a garden in the spring, to help out in the Boarding Department.

To this end we have entered into an agreement with a neighbor, Mr. Frank Overton to prepare about 3 acres of ground for garden purposes, which will be for our exclusive use; and he is to be allowed to plant whatever he wishes on the rest of the grounds of the 22 acres, that is available for cultivation.

The Opening

The opening on Tuesday, September 25, was the most auspicious in the history of the operation of the Seminary. There was an encouraging attendance both of white and colored friends. The chapel was taxed to it's capacity and the enthusiasm ran high.

The genuineness of this enthusiasm was attested, during the month of October, by copious showers of foodstuff sent to the Seminary by our white friends.

Enrollment

The enrollment to date, first month:

Residence and City Students	27
Correspondence	8
Prospective	7

Total ---------- 42

Time Reported

The time reported by those who helped to renovate and decorate the Seminary building, was 1272 hours. The men were paid 20 cents per hour and their meals. 1272 hours @ 20 cents per hour amounted to $254.40. The men who did the work, were in debt to the Seminary.

This work enabled them to pay their bills, and at the same time saved the Commission about $300.00. Mr. R. L. Middleton furnished $65.00 to feed the men. The Commission furnished the paint, etc.

Field Agency

I have always been unalterably opposed to Field Agencies, as they have been, according to my experience, liabilities rather than assets. However, I am greatly impressed with the sincerity, activity and integrity of Mrs. Maude J. Brockway, of Oklahoma City, Oklahoma, and knowing the fine work which she did in Oklahoma, I wish to recommend that she be appointed to represent the American Baptist Theological Seminary, and that the conditions of her agency be fixed by this Board. I would suggest the percentage basis.

Faculty

A strong and experienced Faculty is on hand to meet every demand.

I am pleased to state that Mrs. Ida L. Garnett who has been absent for three and one-half years, on account of an accident, is back with us this year; and that her general physical condition makes it possible for her to play for Chapel Services and act as Matron.

Respectfully submitted,

J. H. GARNETT.

Education-1934

Denominational Schools.

Catholic.

Richmond, Va., Times-Dispatch
January 30, 1934

Catholic Hour Will Aid Negro Mission Here

Mosque Program February 7 to Provide Funds for Van De Vyver Institute

So impressive has been the work of a Negro mission in Richmond over a period of fifty-six years, in the work educating members of this race for practical employment, that the mission has been recognized by four of the leading Catholic authorities in the United States who will speak at the Mosque on February 7 for the benefit of the Van de Vyver Institute. They will help in the annual appeal for funds, which heretofore have been obtained through the co-operation of the Catholic parishes in the city.

The speakers will include Dr. J. Fulton Sheen, internationally known educator and ecclesiastic; John S. Young, a leading Catholic layman and announcer of the Catholic hour; the Rev. Michael J. Ready, assistant director of the National Catholic Welfare Conference, and the Very Rev. William J. Finn, C. S. P., internationally known speaker and director of the Paulist Choir, a group of which will accompany the speakers to Richmond.

The institute is operated under the supervision of the Rev. J B Glenn, with the assistance of twelve Franciscan sisters who are teachers. At present 540 boys and girls are enrolled, a large majority of whom are non-Catholic.

In a survey of the Negro work of the Catholic Church, the Rev. Father Gilliard, S. S. J., said:

"At Van de Vyver Institute, Richmond, adults are given opportunity for industrial training. A fully developed night school offers to women instructions in practical nursing, beauty culture, dressmaking, millinery tailoring, etc. To men are offered instructions in embalming, barbering, automobile mechanics, photography, shoemaking, bricklaying, plastering and kindred trades. A well-equipped printing department is also a part of the school. There are thirty instructors teaching and helping several hundred young men and women who are availing themselves of these opportunities. As an economic asset to community betterment, Van de Vyver Institute may well be studied as a marvel of modern missionary methods, which seek to better the souls by first bettering the living conditions."

Asheville, N. C., Citizen
April 29, 1934

Catholic Negro School Property Option Taken

Francis J. Heazel, of Asheville, attorney for the Rt. Rev. William J. Hafey, bishop of the North Carolina diocese of the Catholic church, yesterday announced that an option on the Houston Merrimon property on South French Broad avenue, between Bartlett and Phifer streets, has been taken as the site of the $100,000 Catholic parish and parochial school for negroes.

The building will be a combination school and church and is to be constructed of fire-resisting brick and stone with six or seven rooms. It is planned to enlarge the building later to include a church building, school building and parish house.

Classes are to be taught by sisters of St. Genevieve-of-the-Pines and a priest of the Franciscan order will be in charge of the school. He will live on the campus.

A permit for the school must be secured from city council before it can be established. A recently passed city ordinance provides that permission of the council must be secured for the school as well as for the building permit to erect the structure. If the permit is granted for the school the land will be bought.

This school will in no way be connected with the white Catholic parishes here, it was pointed out. Similar schools for negroes are conducted by the Catholic diocese at Greensboro, Wilmington, Raleigh and Washington county, North Carolina. There is no building on the South French Broad avenue lot.

Asheville, N. C., Citizen
May 2, 1934

HITS PROPOSED NEGRO SCHOOL LOCATION HERE

Business Club Opposes Erection Of Building In White Section

Opposition to the plan of Bishop William Hafey, of the North Carolina diocese of the Catholic church, to establish a negro school on South French Broad avenue was voiced yesterday by the American Business club in resolutions adopted at the weekly luncheon meeting at the George Vanderbilt hotel.

The club in the resolution asks Bishop Hafey to cancel plans for the school on the South French Broad avenue lot, "out of respect for present owners of properties" on the street.

Ordinance May Block School

It was explained at the meeting that a city zoning ordinance might prevent the school being located in a white section. The proposed lot is situated between Phifer and Bartlett streets.

The resolution follows:

"Whereas, a news item has appeared in Asheville daily papers, indicating that the Catholic organization in North Carolina, by and through the bishop of North Carolina is preparing to establish a school for members of the colored race, on South French Broad avenue, in the city of Asheville, which school will be located in front of homes of white residents on said avenue; and

"Whereas, the white residents on said avenue have established homes across from the proposed location of said school, which in many instances represent life savings to the owners of said homes; and

"Whereas, the establishment of said school would be detrimental to and would force the owners of said homes on said avenue to move out of the community, resulting in loss of their homes, and great financial loss to the owners;

Petition Bishop

Now, therefore, the American Business club of Asheville, hereby resolves, and hereby petitions the said Bishop of the Catholic church of North Carolina to not locate said school at the location proposed, out of respect for the present owners of properties located on said street, which property owners have made their homes in said community for many years;

"Resolved further that a copy of this resolution be furnished to said bishop, for respectful consideration, and that a copy of same be furnished to the daily papers of Asheville, and the original be filed on the minutes of this body."

Portions of two skits that will be given in the Junior League Follies Friday and Saturday nights were presented to members of the club yesterday by Miss Suzanne Fitch, Miss Lollie Jackson, Miss Laura Jones and Miss Kate Jones. Mrs. Frank LaBar, Jr., played the accompaniment.

Negro Welfare Center At Castle Farm Protested

Advertiser

Northern Catholics Urged By City To Pick Some Other Site For Project

9-30-34

Montgomery

Objections Wired Gunter Informs New York Priest Members Of His Faith Are Against Plan

A wave of opposition has developed to the proposed purchase by Catholic individuals in the East of the Hunter Vaughan property, situated on the Vaughan Road about four miles from town, and known as Castle Farm. The old Vaughan home, which has been operated for some time by the Greeters Club, is sought by Father Harold Purcell and other Catholics of New York City, as an institution for negroes.

Telegrams voicing strong opposition to the establishment of such a place in that vicinity have been sent to Father Purcell by the Chamber of Commerce, the City Commission and other organizations and institutions united in the effort to induce the churchmen to select another site.

In his telegram yesterday, Mayor Gunter informed the priest that "the place you have tentatively selected has met with strenuous objections from all our most powerful and worthy institutions and from all citizens with whom we have come in contact, including the leaders of your own congregations."

Father Purcell, it is understood, has been presented with a substantial amount of money by persons interested in social and welfare work among the negro race, with instructions to acquire a site near the city for a negro school and welfare center.

It has been known here for several weeks that negotiations were underway between Father Purcell and the First National Bank of Birmingham, owner of the Vaughan property, but not until the last 48 hours did the Chamber of Commerce and the City Commission go to the support of the objecting institutions, organizations and individuals.

Bishop's Aid Enlisted

Mayor Gunter not only wired his stout disapproval of the proposed project to the New York churchman, but also wrote to Bishop T. J. Toolen, presiding officer of the Catholic diocese of Mobile in which Montgomery is situated. In his letter to the Bishop, the Mayor called attention to the strong opposition among local Catholics to establishing a negro institution on the proposed site.

The Rev. James B. Rogers, pastor of St. Peter's Catholic Church, explained yesterday that neither the diocese of Mobile nor the Montgomery Catholic congregations were in any manner connected with the proposed project.

The First National Bank, of Birmingham, came into possession of the Vaughan place some time ago by foreclosure of a mortgage it held.

Located within two or three miles of the property are the Masonic Home, Bermuda Knolls, Montgomery Country Club, Standard Club and the Womans College of Alabama.

Mayor's Protest

Mayor Gunter's telegram to Father Purcell follows:

"The City Commission is in full accord with your good intentions for the establishment of an institution near this city which will benefit our colored citizens. The place you have tentatively selected has met with strenuous objections from all our most powerful and worthy institutions and from all citizens with whom we have come in contact, including the leaders in your own congregations. Before you finally conclude your negotiations, it is hoped you will give the matter further consideration and will permit some of our most prominent citizens to discuss the matter with you. The Commission feels assured that you would want full cooperation of this community in the establishment of such an institution. We offer our services in cooperating with you in selecting another and more suitable site."

C. of C. Objects, Too

The Chamber of Commerce, through its secretary, Harry E. Snow, sent the following message to Father Purcell:

"It has been brought to the attention of the board of directors of the Montgomery Chamber of Commerce that you are contemplating locating an institution for the betterment of the colored race on the Vaughan place near the city limits. At a meeting of the board of directors of the Chamber of Commerce held this afternoon the matter was gone into thoroughly and the board, while sympathizing with the objects which you have in mind, are constrained to believe that a more suitable site for the purpose may be selected, in view of the proximity of the Vaughan place to numerous white institutions. We further believe such location may result in the defeat of the object you have in mind. The board will cooperate with you in every way in the selection of another and more suitable site for the purpose. We strongly urge you to hold the matter in abeyance pending your further investigation, and we invite your presence for a conference."

It is believed the Eastern Catholics have in mind the establishment of an institution similar to that which operated at Hunter Station on the Birmingham Highway for a great many years.

Reports yesterday were that Father Purcell has sent a representative to the city to represent him in the selection of a site for the school.

Backing Claimed For Father Purcell's Project

Latter To Discuss Castle Farm Plans With Objectors

Advertiser

Joseph B. Bennett, secretary to the Rev. Harold Purcell, moving spirit in the projected establishment of a negro welfare center at Castle Farm, sometime country seat of Hunter Vaughan, came forward yesterday with the statement that Father Purcell was under the jurisdiction of the Mobile diocese of the Catholic Church and that his undertaking in behalf of Southern negroes had the blessing of Bishop Toolen.

Taking cognizance of the objections to the proposed use of Castle Farm, published in The Advertiser yesterday morning, Mr. Bennett issued a statement to correct some portions of the article, which he described as "inclined to be misleading." 10-1-34

Mr. Bennett explained that his presence in Montgomery was not for the purpose of negotiating the purchase of the former Vaughan property, "but to carry on the routine work connected with this project, also to act for or advise Father Purcell in regard to any matters which may arise."

He said he was in receipt of a telegram from Father Purcell stating that the sender would come to Montgomery presently to confer with those objecting to his plans for Castle Farm. His explanatory statement said:

"It is mentioned that Father Purcell has been presumably presented with substantial amounts of money by a group of New York Catholics, they instructing him to use their contributions to purchase a site for the institution of a negro welfare center. This is incorrect. Money for the project is being raised solely by the personal solicitation of Father Purcell, and by mail campaigns conducted through the Montgomery portoffice. Furthermore, no group or syndicate has been formed to carry on the work, the entire project being under the direct and personal supervision of Father Purcell. (Formerly Editor of The Sign, a national Catholic magazine, Father Purcell has recently resigned in order to take up this work among the negroes. He is no longer connected with any Diocese in the North but is under the jurisdiction of His Excellency, the Most Rev. Thomas J. Toolen, Bishop of Mobile.)

"The Rev. James B. Rogers, pastor of St. Peter's Church, is evidently misinformed when he states that the Diocese of Mobile is not in any manner connected with Father Purcell's work. Not only, as stated above, is Father Purcell working directly under Bishop Toolen, but also Bishop Toolen has given his heartiest approval and promise of every cooperation in connection with Father Purcell's negro apostolate.

"As Father Purcell's official representative, I am in Montgomery not to negotiate for the purchase of any piece of property, but to carry on the routine work connected with this project, also to act for or advise Father Purcell in regard to any matters which may arise.

"Regarding the contemplated purchase of the Vaughan property, I am not in a position to say at present what Father Purcell's ultimate decision will be. The telegrams sent him by Mayor Gunter and the Chamber of Commerce, as well as those from private organizations and individuals, will be carefully analyzed by him. In a communication received from Father Purcell yesterday, he advises that he will be in Montgomery as soon as possible to discuss with the objecting parties all angles in connection with the purchase of Castle Farm.

"I would like to assure the good people of Montgomery that in selecting this vicinity as the site of his proposed work, Father Purcell will bring valuable national publicity, as well as considerable employment and expenditure of money, to this section of Alabama. His work, God willing, will be carried out on an extensive scale, and there is no doubt that once the local citizens realize the tremendous need for this work and the benefits to be derived therefrom, they will be only too happy to give Father Purcell their whole-hearted approval and cooperation."

Education-1934

Episcopal

Denominational Schools.

Norfolk, Va. Pilot
May 28, 1934

Plight of Negro Industrial School Before Churchmen

The critical financial condition of the St. Paul Normal and Industrial School for Negroes at Lawrenceville was laid before the Episcopal congregations of Norfolk at union services last night at Christ Church.

Speakers were Dr. Robert W. Patton, of New York, director of the American Church Institute for Negroes; A. H. Turner, a Negro, business manager of the school, and Bishop A. C. Thomson. The regular Christ Church services were conducted by Bishop Thomson and the Rev. H. Dobson Peacock, rector.

A program of Negro spiritual music was rendered by a choir from the St. Paul school.

NEGRO GLEE CLUB HEARD IN MACON

Fort Valley Singers Please Audience at Christ Church Parish House Here

Before a capacity audience of around 250 persons at the Christ Church parish house on Walnut street last night the Fort Valley Normal and Industrial school glee club, composed of almost a score of young Negroes, presented a varied program of vocal entertainment.

Choruses, quartettes, and soloists ran the musical scale in groups of classical, popular and Negro spiritual songs. The program, which lasted well over an hour, was enthusiastically applauded by local Episcopalians who sponsored the entertainment and many others.

Dr. Wallace A. Battle, Negro field secretary of the American Church Institute board of the Protestant Episcopal church, with jurisdiction over nine schools in eight southern states under Episcopal direction, accompanied the singers to Macon.

Battle Makes Talk

Just before the musical program began Dr. Battle addressed the audience and told them of work done at the Fort Valley school. He explained that it was the only one of the nine schools with a deficit and showed how the school was gradually reducting its indebtedness.

Proceeds from the performance last night contribute to the reduction of the school deficit. Macon is one of a number of Georgia cities included on the glee club itinerary the past week. The club has been on several tours and is known for its successful productions in the middle west.

Presbyterian.

Education - 1934

Denominational Schools,

York, S. C. Enquirer
February 16, 1934

—The Brainerd Institute at Chester, notable in negro education for 66 years, will be discontinued at the end of this school year, on account of lack of money. Dr. J. D Martin, the president, will remain there during the summer to close out its affairs and give students certificates to other schools, as they are applied for.

—Congressman Fulmer, of South Carolina, has introduced a bill in congress for the issue of a three cent postage stamp bearing the portrait of General Thomas Sumter, the hero of the Revolution and once United States senator from this state.

Denominational Schools.

Islam Cult Fights With Cops; Found Guilty of Rioting

By RUSSELL J. COWANS

DETROIT, Mich., April 27.—Twenty-seven members of the cult of "Islam" were arraigned in recorder's court Saturday and found guilty by Judge Arthur E. Gordon on a charge of disturbing the peace, which grew out of a demonstration in front of police headquarters Wednesday morning.

Ten of the 27 women who appeared before Judge Gordon were given suspended sentences and the other two fined $10 or 10 days. Twelve of the men were given fines of $10 each or 10 days, and the other three $25 each or 30 days in the Detroit House of Correction.

Two of those arrested during the disturbance were charged with assault to do great bodily harm. The defendants, Karrien Bey, 38 years of age, and Rufius Hezziez, 31, appeared before Judge John P. Scallen of recorder's court Saturday and each was placed under $2,500 bonds after standing mute. The examination was held Tuesday, April 24.

Both men and women members of the cult placed the blame for the demonstration on the shoulders of the police, claiming that they had gone to police headquarters to seek information about the 19 members who were arrested in the raid of the "Islam university."

Policeman Stanley Slavin (white) was the chief witness against the two held on the charge of assault to do great bodily harm. Slavin was stabbed through the left hand and had his wrist broken in the melee.

More than a dozen officers, including the inspector of Central station, were injured in the demonstration when they engaged in a battle with more than 500 members of the Islam cult, who, according to police, had congregated in front of the building. About the same number of the cult were injured.

The police charge the members of the cult with precipitating the riot by yelling, "Get the cops."

The men who are charged with contributing to the delinquency of the minor went on a hunger strike in the county jail, refusing to accept food from the jailers for 48 hours. The strike was broken Friday evening when the men sent out and purchased some food.

None of those arraigned Saturday were represented by counsel.

Bricks, Knives And Paint Fly In Negro Rioting Over Islam

DETROIT, April 18—(AP)—Resentment over the closing of a Negro "University of Islam" flared into violence Wednesday as 500 men and women, some of them with babies in their arms, battled police with knives, bricks and fists outside the central police station.

The rioters, police said, were followers of a strange cult which teaches that Negroes are descendents of a Moslem race antedating by thousands of years the white civilization.

A shout of, "Get the coppers," started the disorder and when the rioters finally were dispersed five policemen and 11 of their adversaries had injuries serious enough to require hospital treatment. Scores of others nursed minor cuts and bruises while a traffic policeman found himself covered from head to foot with the contents of a pail of green paint one of the Negroes had snatched from the police headquarters lawn.

Ninetten Arrested in Raid

The cult members had gathered to attend the arraignment of 19 leaders and instructors of the "university," who were arrested in a raid Monday and charged with contributing to the delinquency of minors, by withdrawing them from the public schools, and subversive teachings. At the arraignment several hours later, all pleaded not guilty. Examinations were set for April 25.

The rioters once were dispersed after 15 minutes of brisk battling with police, only to re-assemble in front of the police station and resume the fray. They finally scattered before an assault of 50 policemen, swinging night-sticks.

Thirty-five rioters were arrested.

The police injuries consisted of one possible skull fracture, two broken wrists, stab and slash wounds and one case of possible internal injuries from a kick in the stomach.

Negroes Battle Detroit Police; Sixteen Injured

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16 Hurt As 500 From Negro Cult Riot At Detroit

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The cult apparently is a revival, police said, of an "order of Islam" which was disbanded voluntarily by its leaders two years ago after one of the adherents had carried out a human sacrifice. Robert Harris, who testified in court that he killed James J. Smith, on a sacrificial altar in his home, pleaded guilty to a murder charge, was held insane and committed to an asylum.

Harris insisted in court that he crushed Smith's skull with a "crucifixion," which in reality was an automobile axle, only after the victim reiterated a desire to die.

"I said 'All kerslump' and he fell dead," Harris testified.

VOODOO IS TAUGHT BY LEADERS

Cops Swoop Down on Cult's "University"

By RUSSELL J. COWANS

DETROIT, Mich., April 20.—An investigation of the "University of Islam" was climaxed Monday afternoon when Assistant Prosecutor George W. Schudlich, with the aid of 15 police from the Canfield station, swooped down on the "school" and arrested 13 of the officials and charged them with contributing to the delinquency of minors and subversive teaching.

The assistant prosecutor, with the assistance of truancy officers, confiscated a large number of pamphlets and textbooks. Schudlich declared that in the textbooks was discovered evidence that the children, withdrawn from the public schools and sent to the "university" by their parents, were taught "voodoo" practices.

Has 400 Students

The "university" is located at 3408 Hasting St., on the second floor of a two-story building. A large crowd congregated to watch the police take the prisoners from the building. Only two students were found in the building at the time of the raid. Records seized by the officers, however, showed that more than 400 were enrolled.

Those arrested by the officers and held are John Mohammed, 24 years old, 4182 Du Bois St.; Tadar Ali, 25 years old, 1344 E. Lafayette Ave.; Abbass Assouln, 24 years old, 558 Alfred St.; James Mohammed, 36 years old, 2209 Macomb St.; Mrs. Mary Rozier, 33 years old, 5714 28th St.; Allar Cushmere, 38 years old, 558 Alfred St.; Ravell Shah, 44 years old, 1948 Alfred St.; Azzad Mohammed, 53 years old, 1309 E. Lafayette

Ave.; Willie Mapjied, 28 years old, 4182 Du Bois St.; Mrs. Mary Almanza, 31 years old, 1839 Brewster St.; Jan Sharreff, 25 years old, 600 E. Warren Ave.; Miss Alberta Sharrieff, 20 years old, 660 E. Warren Ave., and Miss Burnisteen Sharrieff, 18 years old, 2301 Erskine St.

Recall Cult Murder

Schudlich declared that John Mohammed was head of the cult; Tadar Ali, secretary, and Abbass Assouln, assistant secretary. It was also claimed by the assistant prosecutor that many prominent members of the group had urged closing the "school," stating that it was the outgrowth of the religious cult which caused the sacrificial death of James Smith on an improved altar by Robert Harris on Nov. 20, 1932. Smith was a roomer at the Harris home at 1249 Du Bois St.

The "school" was uncovered when an investigation was made the latter part of March after so many children had been withdrawn from the city schools and enrolled in the "university." At that time the officers appeared in court and asked that the school be closed. Judge W. McKay Skillman at that time advised the officers to bring legal action against the "school" if it was violating any of the city ordinances.

When the truant officers first went to the "school" they were denied admission. Since then they have made several trips, but received little information from the officials of the organization. They finally ordered the heads to submit the curriculum to determine if it was up to the state standard.

In the list submitted were such subjects as "general knowledge of the spook being displayed for 6,000 years," "general knowledge of spook civilization," "chronology," "intelligence," "prophecy" and "duty of a moslem." There were nine standard subjects.

After studying the subjects the school officials decided that the course of study was not up to the standard and ordered the closing of the "school." Forty-three students were discovered in the "school" before the raid.

The two students arrested are David Sharrieff, 17 years old, 2301 Erskine St., and Sally Allah, 15 years old, 936 Garfield St. The Allah girl was in the "school" when the officers visited there in March. Both were taken to the police headquarters and questioned.

None of the instructors placed under arrest have teacher's license and the officers declared that many of the subjects taught are wrong and against public policy. They also doubt the ability of the teachers to give instructions in trigonometry and astronomy, two of the subjects listed.

It was pointed out that the head of the cult charges each member $1 to change their "slave" name to an "Islam" name through a baptismal ceremony.

Negroes Battle Detroit Police As 'Islam' School Is Closed

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I.

Education - 1934

Discussion.

W. VA. LEADS U. S. IN SCHOOL ADMINISTRATION

"New Dealers" Set Record For School Positions

Appointment of Calloway, Toney, Elliott, Saundle and Watkins As School Superintendents Is Praised—New Deal Move By Governor Kump and Superintendent Trent Makes History.

CHARLESTON, W. Va., August 23.—Not only content with breaking a record in establishing the only Negro State Board of Education in the world, the "New Dealers" evolved a new one in giving to Negro citizens of West Virginia, a voice in the government of the public school system. The Negro State Board of Education came as an answer to the age long plea to allow Negro citizens to participate in the management and the regulations of State tax-supported institutions, while the quintette, composed of Andrew H. Calloway of Kanawha County, Lee A. Toney, of Fayette County, John B. Elliott of Raleigh County, J. S. Saundle of Mercer County and L. A. Watkins of McDowell County, came as a call to allow Negroes to serve the public school system administratively.

Last year three counties, Raleigh, Kanawha and McDowell, appointed Negro assistant superintendents of schools. This year, with the encouragement of Dr. Trent and his staff in the State Department of Education, two more counties availed themselves of their full quota of superintendents and through this encouragement, Lee A. Toney of Fayette County and J. S. Saundle of Mercer County, brought the total up to five — all the Negro assistant superintendents that can be appointed at the present time under the County Unit Law.

W. Va. System Best In U. S. A.

The present County Unit System drawn up last year under the direction of Governor Kump, with the assistance of the best educational minds in the State, is said by a Professor of the University of Chicago, to be in its administrative set up the best educational system devised for public schools in the United States. Under this setup the old County Districts were abolished and everywhere in West Virginia, the county became the Unit for the purpose of taxation and administration.

Negroes to Benefit

Negro citizens of the State have already benefited from the establishment of this system. With the abolition of the old districts, it was learned in many of the counties of the State, entirely new school plants came into service for Negro students.

Negro citizens in some districts where they were too few to support schools are now expected to benefit both from transportation and consolidation and the building of new schools, made possible by a larger taxing unit, according to reports of the State Department of Education.

Kump and Trent Favor Progress

From the beginning, it was learned that the Kump "brain trusters," headed by Dr. Sly of W. Virginia University, favored Negro supervision of schools. W. W. Trent, one of the ablest school men the State has ever had, has rendered full encouragement to the development of Negro education under his administration. "Fullest cooperation has been given to Negro educators in the State," says I. J. K. Wells, supervisor of Negro schools. "Even under the CWA Emergency Schools, when no citizen of color was present to bring Negro educational problems to the mind of the present administration, Negroes have fared in most cases more than equitable under the New Deal. Examples of this," continued Supervisor Wells, "can be seen from the following: Kanawha County was permitted an allotment of 52 teachers under the CWA, 28 of these were Negroes; Raleigh County was allotted 24 teachers—14 of these were Negroes; McDowell County was allotted 33 teachers, 30 of these were Negroes!"

Write Amendment

Supervisor Wells and Leonard Barnett, executive secretary of the West Virginia State Teachers Association, wrote the amendment to the County Unit Law, providing for the establishment of Negro Assistant County Superintendents in every county where 50 or more Negro teachers resided. This amendment was introduced in the legislature by Delegate Stewart Calhoun, from McDowell County, the only Negro member of the legislature. It went through the Democratic House and the Democratic Senate without a dissenting vote.

In a conference of the committee, with whom they collaborate, many minor changes were made in the amendment, but nothing basic was disturbed.

Duties of Asst. Superintendents

No longer in West Virginia are the superintendents of schools, elective officials. They are appointed by the boards of education and their duties are defined in the County Unit Law. They have complete charge of transportation, administration, supervision and the employment of personnel. The Negro Assistant Superintendents are placed completely in charge of the Negro schools. The Negro Assistant Superintendents are given the most cordial treatment by the white staff of them having the same salaries, the same office space and the same secretarial service.

The present State administration has been most liberal in dealing with the minority groups in West Virginia, and the appointment of five well-trained Negro Assistant Superintendents to serve the Negro people of the State is certainly an advanced step for a State having a bi-racial system of education. West Virginians, regardless of race, are proud to see this enlightened advancement.



L. A. TONEY

Thorough and one of the painstaking master-of-details men of the State is L. A. Toney, assistant superintendent of schools of Fayette County. Toney is wide awake, being a Word War veteran, district chairman Better Homes in America, ex-high school principal, ex-president of State Teachers' Association, secretary State Athletic Union, vice president State P. T. A., etc. He holds his M.A. from Ohio State. He is married and has three children and is an Alpha man. The New Dealers fixed his salary at $3,000, same as that of the white superintendents.



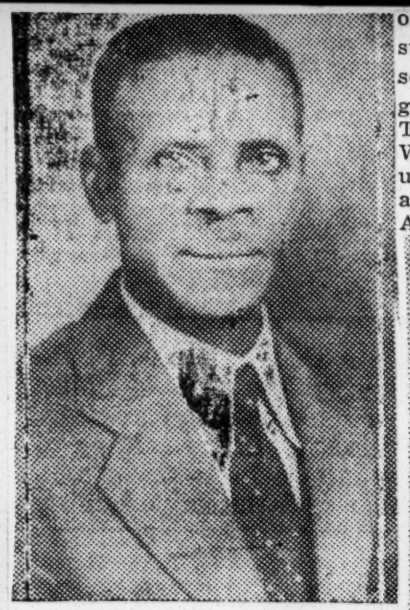
JOSEPH S. SAUNDLE

This is Joseph S. Saundle, fifth to be appointed. He is assistant superintendent of Mercer County. He lives at Bluefield, where he was principal of Lawon Street School. He is a native of Mississippi. He holds an A.B. from West Virginia State College and is doing graduate study at Ohio State. He is the only bachelor on the staff and is a member of the Kappa Alpha Psi.



I. J. K. WELLS

"Gratefulissimo," a word meaning "most grateful." It was especially built to express the sentiments of I. J. K. Wells, State supervisor of Negro Schools, and chairman of the party of the New Deal. He is most grateful to be a part of the epic Kump-Trenty administration, and again most grateful to be associated with an able group of Negro superintendents, whom he says will co-labor with him, and all to educate better citizens for a most grateful world.



REV. L. A. WATKINS

In age, Rev. L. A. Watkins, assistant superintendent of McDowell County, is dean of the staff. He holds his A.B. from Va. State College and his B.D. from Va. Union University. He has taught school for over 30 years, both as principal and teacher. He was reared on the farm in Virginia. He is a Baptist, a Mason, an Odd Fellow, a St. Lukes and a Golden Ruler. He is married and has five children. His county has the largest number of Negro teachers in West Virginia.



JOHN B. ELLIOTT

This is John B. Elliott, assistant superintendent of schools of Raleigh County. He lives at Beckley and was the first Negro in West Virginia and the first in the United States to be appointed to such a post in a modern State. He graduated from Knoxville College and has done post graduate work at Howard University. He is a native of Raleigh County, a Baptist and president of the Flat Top Round Table.



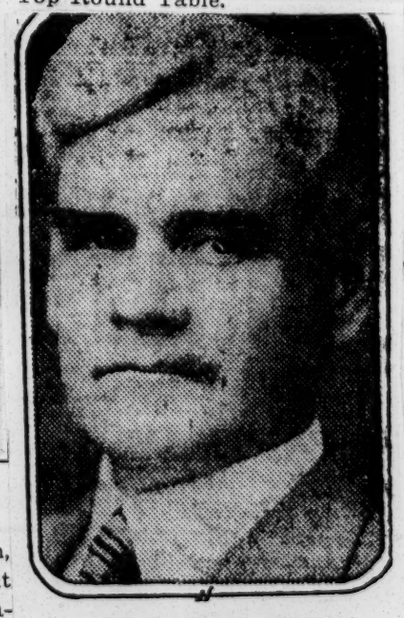
GOV. H. G. KUMP

"Statesmanic," a new word expressly coined to describe Governor H. G. Kump, whose lionhearted statecraft and liberal intellect established the county unit in his State, bringing with it greater educational justice to all the citizens of the State.



ANDREW H. CALLOWAY

Though not generally known, Andrew H. Calloway, assistant superintendent of schools of Kanawha County, is a most capable superintendent of free schools of West Virginia. Alert, progressive, poised, he has a swift and comprehensive grasp of his State and Nation's educational affairs. His liberal views counted heavily in enactment of the law that made him and his administration advancers of Negroes, who now participate in the administration of their own public schools.



DR. W. W. TRENT

Such is Dr. W. W. Trent, State

THE BACK-TO-SCHOOL MOVEMENT

This issue of The Houston Defender is dedicated to the "Back-To-School Movement," which is an annual project conducted for the express purpose of inducing and encouraging young people to return to school and further their educational training

With millions of unemployed men and women recruited from the ranks of both the educated and untutored, depending upon organized charity for food, raiment and shelter; with jobs for educated and trained persons almost as scarce as the proverbial hen's tooth; with a money shortage as a result of the depression and the unsettled condition of the country which is now trying to beat back under the National Recovery Act and the courageous leadership of President Franklin Delano Roosevelt, many wonder if there is any sane and good reason why we should continue to educate our youths.

It is at such a time as this, when both children and parents have almost given up hope of any future reward for educated leaders and workers, when the "Back-To-School Movement" should be emphasized more than ever.

During prosperous times, when money is plentiful and jobs are not difficult to land, it requires very little coaxing and admonishing to induce young people to attend school, or to show their parents or guardians that an educational training for their children is an incomparable investment.

This depression and resultant unemployment will not and can not be permanent in its nature, and when it has passed and the country has returned to normalcy, the educated person, whether as skilled laborer, teacher or domestic servant, will get the preference over the uneducated and illiterate person; for as the years advance and the country becomes more civilized and intelligent, there will be less place for the man or woman without an education.

However, as Negro parents and children join forces in this "Back-To-School Movement," due consideration should be given not only to the course of study to be pursued by the young student, but the grownups should also give considerable thought, followed by definite action, to a program that will open up avenues of employment to their children after their graduation from high school, college and university.

The Defender realizes that these are hard and stringent times, and that the Negro has been hit the hardest and suffered most during this lean and lank period; but since winners never quit and quitters never win the educational side of our racial life must not be slighted or neglected at this crucial stage in our racial career.

Since all of our girls can not be teachers and all of our boys can not expect to become doctors and professional men, we should give some sober thought to the educationl training of our youth, to the end that we will not continue to congest and

II

Education - 1934

Discussion

overcrowd certain fields, while entirely overlooking other avenues that offer more in service and satisfaction.

The Negro's future lies along business lines and heretofore this has been his minor instead of his major effort; consequently, Negro business has hardly emerged from its swaddling clothes.

Houston Defender

Therefore, while lending your support and endorsement to the "'Back-To-School Movement," The Defender also suggests that you encourage your children to pursue a course that will give them practical training along some definite line which will enable them to return from college and become an integral part of the race and social order.

9-19-34

This movement not only is intended to inspire and fire youths to enter or return to college, but to enter and return to the public schools as well.

Houston, Texas

This is a worthy project and laudable undertaking and The Houston Defender is glad to do its bit toward stimulating interest in the movement, and at the same time The Defender takes this occasion to thank all who have made any sort of contribution to make this issue possible.

COLLEGES TURN OUT COWARDS

SAYS KELLY MILLER — AGREES WITH LANGSTON HUGHES — COLLEGES DO NOT ENCOURAGE HEROIC LEADERSHIP

By Kelly Miller

Washington—The college world at large is put to it to justify its existence in view of its obvious failure to meet the economic, political, and social requirements of a changing world.

The colored colleges of today lag far behind the rest in positing a raison d'etre for their existence. It is mainly the momentum imparted a generation ago that keeps them going. They fall pathetically short of the requirements of the day and hour.

Two recent magazine articles have thrown bombshells into the circle of the colored college. One appeared in Opportunity for June, and the other in the Crisis for July. The administration, faculty, and student body are taken caustically to task for their delinquencies and shortcomings.

Langston Hughes, the noted poet and radical, declares that the colleges are producing cowards. A serious accusation this, which is sought to be sustained by a simple narration of facts which came under his personal observation.

On reading his severe arraignment, I was impressed with the thought that Mr. Hughes failed to grasp or to appreciate the motive, reason, and end in view of those who founded and who now support the higher education of the colored race.

The traditional ideal of the college was to produce the scholar and the gentleman and imbus him with the political, ethical, and social aims approved by the dominant social opinion.

The ability to make a living is the fourth dimension, recently imparted to the collegiate function. Every genuine college must root in its own soil and thrive on its own nature.

In inception, object, and purpose, the colored college was and is a vicarious plant of altruistic and philanthropic nurture. The philanthropists conceived the place which they wanted the colored man to occupy in the social scheme and founded the colored college to carry out that conception.

No genuine Catholic college could be supported by Protestants, nor could a Jewish seminary be managed by Christians. But obviously enough, the colored man was and is unable to furnish his own higher education, which must needs be supplied altruistically.

As long as human nature remains what it is, the man who pays the fiddler will call the tune. Education of colored people will therefore conform to the tradition and mores of dominant white opinion, as long as the colleges fall under white support and direction.

The installation of colored instead of white presidents and faculties tends to increase, rather than diminish, their dependency. The time is not in sight when the colored man can or will maintain or support his own higher education. He is encouraged to develop himself and to make himself useful and happy so long and so far as it does not jar the accepted mores.

With this background of understanding, Mr. Hughes might have saved himself the labor and us the pain of his long narrative of humiliating incidents.

After long and varied experience with college presidents and faculties, I am fully convinced that they inculcate upon their student body as much courage, manliness, and independence as they judge they can safely do and still be allowed to function.

If school must keep, it must conform to dominant opinion, which it dares not affront. A capital illustration must suffice.

Under the administration of President Durkee, a book describing the workings of the Soviet government in Russia found its way into the Howard University library. Upon the peremptory demand of the chairman of the appropriations committee of the United States Senate, it was [illegible]. President Mordecai Johnson, on an occasion, undertook to depict the Russian scheme of government, but was promtly called to book by the trustee board and bidden to do so no more.

Academic freedom is a myth, even in white colleges; in the colored colleges, it is bluntly taboo.

Longston Hughes belongs to those who feel restive under restraints which race prejudice makes inevitable. They have little patience with, and no tolerance for, the spirit of long suffering and endurance which the white friend sought to promote on the part of colored leadership.

He would take up arms against a sea of troubles, and by opposing, end them. The colored intelligentsia has not justified themselves. They have more wisdom than understanding, more passion than power. They criticize without creating; they destroy, but cannot construct. They have intellectual pertness, without originality. They fill the air with screeches against the iniquities of existing conditions, without formulating remedial program of practical action.

Mr. Hughes also seems to labor under the erroneous impression that we must look to the college for dynamic leadership. The college can only furnish leaders in the secondary sense, who will carry out the program already laid down.

The heroic leader is made by God, not by the college. Page Stalin, Mussolini, Hitler, Lloyd George, or better still, George Washington, Abraham Lincoln, Frederick Douglass, Booker T. Washington, and Marcus Garvey.

The college-bred colored man today, who is lifting his voice in loud protest against the traditional place which is marked out for him by the whites, incurs the disfavor of the college which educated him.

Langston Hughes in persona non grata to Lincoln University, Carl Murphy to Howard University, Dubois to Fisk, Pickens to Talladega, and Trotter to Harvard.

The colored colleges have their important sphere and function, but if we look to them for encouragement of downright dynamic and heroic leadership, we look in vain.

U. S. MAKES STUDY OF SITUATION, REVEALS STARTLING FACTS

Defender 10-13-34

Chicago Def.

Report Cites Need for Better Educational Facilities for Our Youth

WASHINGTON, D.C.—Fewer than 10 per cent of high-school age Negroes in 15 southern states are enrolled in public high school. This fact, revealed in the national survey of secondary education, was announced last week by the federal office of education.

In these 15 Southern states, there are slightly more than a million Negroes of high school age and of this number only about [illegible] are enrolled in public school. In contrast, nearly four times as many white students of high school age in the same states go to public high school, the survey disclosed.

These and many more facts and statistics about Negro education on the secondary school level are included in a new Federal Office Education monograph, one of 28 reporting complete findings of the National Survey of Education available from the Government Printing Office, Washington, D. C. This particular survey monograph on secondary education for Negroes was prepared by Dr. Ambrose Caliver, Federal Office of Education specialist in Negro education.

The National Survey of Secondary Education was conducted under the auspices of the Federal Office of Education by authority of Congress. Dr. William John Cooper, former United States Commissioner of Education, was the Survey director. The major burden of the inquiry, however, was entrusted to Dr. Leonard V. Koos, professor of secondary education in the University of Chicago, the associate director of the Survey.

U. S. DIRECTS SCHOOL SURVEY

Resulting from a three-year study by a distinguished group of educators, the Survey, it is emphasized by Carl A. Jessen, Survey coordinator, aimed primarily at discovering and appraising unusual and extraordinary practices. Mr. Jessen is the Federal Office of Education specialist in secondary education.

Because of the meagerness of information on the education of Negroes, the National Survey of Secondary Education inquired into both the status and noteworthy practices in Negro education. The inquiry centered on availability of secondary education for Negroes, organization of schools, Negro high school staff, Negro high school pupils, curriculum and extra-curriculum offerings, administration and supervision, and housing and equipment.

CITES NEED FOR SCHOOLS

There is a need for secondary school facilities for approximately 159,000 Negroes of high school age in 230 counties in 16 Southern states where there are no Negro high schools, the Survey report indicates. Facilities for education of 197,000 high school age Negroes in 195 counties where no four-year high schools exist are also urgently needed, the investigation revealed.

In 16 Southern states there is one teacher to 311 Negro children of high school age compared with one teacher to 60 white children. An increase of 12,758 Negro teachers would be necessary to equalize the ratios. To place the cost per Negro pupil on a comparable basis with the cost per white pupil would require an increase of 51 per cent over present expendi-

tures for Negro education.

Five states expended $5,000,000 for transportation of white pupils, as compared with $30,000 expended for transportation of Negroes, although nearly one-third of the schools are far removed from the homes of Negro pupils. Nearly half of the schools for Negroes have three teachers or fewer. Of 1,140 Negro high schools in 15 states, only 506 offer four years' work.

It is not generally known that two-thirds of the secondary schools for Negroes started since the World War. Eighty-six per cent of the Negro schools accredited have been accredited since 1920. Great growth has occurred in Negro education in the past 15 years. The number of public high schools has increased from 64 in 16 Southern states and the District of Columbia to 1,200 in 17 years. Schools for white pupils are superior to the Negro schools, however, in richness of curriculum and extra-curriculum offerings.

TEACHERS ARE WELL TRAINED

The typical Negro high school teacher has three and one-third years of college training. Two-thirds of the teachers have bachelors' or masters' degrees. Their salaries are far below those of white teachers. The typical Negro high school principal is a married man, 42 years of age, has had 4.6 years of college training, has completed 31.5 semester hours in the field of education, and has attended summer school during the past five years.

From a study of enrollments in 196 secondary schools for Negroes, it was discovered that 47 per cent have enrollments in excess of their rated capacities. Furnace heating and modern fire protection, handwashing and sanitary toilet facilities are lacking in a large percentage of the schools investigated. Modern lighting and drinking water facilities are possessed by a large percentage of the schools. The buildings are generally in a good state of repair.

"The Negro has shown remarkable avidity in accepting the secondary-school facilities available to him," said Dr. Ambrose Caliver, Federal Office of Education specialist in the Education of Negroes today. "The great progress made in secondary education for the colored race has been largely the result of an increasingly sympathetic attitude toward Negro education in the states maintaining separate schools. However, in states maintaining separate schools for the two races, better facilities for white pupils are provided than for Negroes."

The National Survey of Secondary Education monograph on Secondary Education for Negroes offers nine recommendations for the improvement of Negro secondary education, including special studies of the Negro education problem, a vocational education survey, a study of curriculum, and factors affecting financial support.

The monograph appears as Federal Office of Education Bulletin 1932 No. 17, Monograph Number 7, and may be procured from the superintendent of Documents, Government Printing Office, Washington, D. C., at 15 cents per copy.

TEXTILE EDUCATION IN THE SOUTH

To The Commercial Appeal:

I was very much interested in your article in The Commercial Appeal in which you stated your idea of using the William R. Moore funds for making an industrial school out of Tech High. I want to tell you of some of my experience in trying to get my son in an industrial or technical college in the south. He wanted to be a chemical engineer, specializing in products made from cotton. We realized that cotton was the main crop and the source of our income at home, so he wanted to study ways of utilizing cotton, hoping that some day he could establish some industry in his home county. I wrote to about seven of the leading colleges in the south inquiring about the chemical course offered. You may know, but if you do not you will be surprised to learn, that not a school in the south teaches ways of making products out of cotton except Clemson, South Carolina, and this school teaches only the textile industry, how to make oils, soap, shortening or any of the chemicals from cotton that are used daily in our homes, etc. Of course a course in chemistry was given that taught how to make various chemicals and other chemical knowledge was learned, but cotton as a basis for study was not included. I sent my son to Tulane. Here he could get all the information one might like in sugar chemistry and oil chemistry. Think of New Orleans being a cotton market, yet the university there not providing a department for studying cotton chemistry.

I wish you would investigate what the south has to offer to students in the trade of full knowledge of cotton products. We are asleep and are letting people from the north come down here and establish factories and industries where our cotton is made up into products, when our own boys and girls are left to learn this from actually having a job in these factories or not learning it at all. We are "way behind" in chemical industry in the south. A soap factory would pay either from hog lard or cotton oil, as well as a factory from some of the hundred odd products made from cotton seed. I wish that Harvey Couch and you could get together on the idea or establishing industry in the south. Memphis is an ideal city for a school to train citizens for jobs in industry. Yours truly.

META S. FRASER.

McCrory, Ark.

P. S.—I forgot to say that I wrote to Frederic Haskin when I was trying to locate a college in the south that taught cotton chemistry and his bureau knew only one school and that was Clemson.

Chancellor Chase On The Aim Of Universities

Occasionally a man of superb intellectual power is able to combine idealism with practical considerations in such a way as to distinguish himself remarkably in the field of his special interests. One of America's college executives who has found it possible to make this adjustment is Harry Woodburn Chase, at present the chancellor of New York University. Dr. Chase's views have made a deep impression upon educational authorities in every part of the United States. They should be of special interest to the South because of the fact that much of his philosophy must have been drawn from experiences which he had as a leader in higher education in the South.

When he was inaugurated as chancellor of New York University, Dr. Chase set forth the following ideas with respect to his convictions pertaining to the mission of higher education in the United States:

It is not the business of the universities to be instruments of indoctrination and propaganda. It is not their mission, on the one hand, to evolve theoretical Utopias and then to condition people for participation in them. Nor is it, on the other hand their mission to become apologists for the dogma that whatever is, is right. Their concern is rather to open and develop the minds of men and women; to give them understanding, knowledge of the truth, appreciation of the processes by which it is arrived at, so that, as open-minded, informed, free people, they may look at and take part in life as intelligent, reasonable human beings.

In proportion as universities can really succeed in accomplishing these things over the years, the question of finding a free and workable way of life is one which will be solved in the only way in which it can possibly be solved in the long run, namely, through sufficiently widespread knowledge and competence to make its solution possible through the methods to which free people are accustomed.

Analysis of this excerpt from Dr. Chase's inaugural address demonstrates that this influential man believes firmly in the theory that the mission of the college is to train the mind—"to teach the young idea how to shoot." It is also extremely interesting that the chancellor of New York University insists that the work of the colleges ought to be regarded as a means of giving "free people" the basis of knowledge and intellectual competence which is needed to allow them to make proper decisions with respect to a "workable way of life."

Chancellor Chase does not dream of the college as an institution dedicated to the mission of preserving culture—a sort of class consciousness—for its own sake. He thinks of higher education as having a significant part to play in the democratic form of social organization. His view is that our colleges must constitute dynamic forces consecrated to the ideal of cultivating the intellectual power and integrity necessary to give the American dream of democracy a better chance of success.

Negro Schoolmen Convening Here

The annual conference of negro county training school principals, directed by E. G. McGehee, supervisor of negro education, of the State Department of Education and the annual older boys' conference, under the supervision of the national Y. M. C. A. worker, Ralph Bullock, and John Billingham, religious work director at the local State Teachers College, will begin today at 9:30 a.m., when these two conferences, along with the regular student-faculty bodies will hear the opening address given by Dr. A. F. Harman, State Superintendent of Schools.

"Improving Instruction" will be the theme of the principals' conference, which will include discussions and practical suggestions on how to improve the teaching of the major high school subjects.

The older boys' conference is composed of Hi-Y delegates from the several high schools throughout the State who are accompanying their respective principals.

On Friday the Jeanes teachers will hold their annual meeting at the call of the director of negro education for Alabama.

President H. Council Trenholm, who has returned from his study at the University of Chicago, is making available every desired facility of the institution for the conferences.

Charlotte, N. C. Observer
December 2, 1934

NEGROES AND EDUCATION.

North Carolina has been doing measurably well in the way of giving educational opportunities to its negroes.

It has not been doing so well, however, that it should not at least undertake to do better.

If the State proposes to commit itself to the principle that the negro, as a tax paying unit in our citizenship, is entitled to the educational emoluments based upon that circumstance, to say nothing of the social righteousness involved in the issue, then it must, also, commit itself to the practical task of going as far in this direction as its financial motive power will permit.

PRESIDENT JAMES E. SHEPHERD of the North Carolina College for Negroes at Durham, an upstanding, achieving educator of his race, will be on hand when the budget commission goes over the educational statistics and makes its allotment.

And SHEPHERD has already indicated the course along which his remarks and appeal will be made. In a recent address, he declared that this State has more negroes in higher institutions of learning than Mississippi, South Carolina, Texas and Virginia combined; but North Carolina gives only $106,000 to five negro schools teaching 1,900 negro boys and girls, while these four other commonwealths quoted approximate $351,000 for their 1,900 students. In per capita cost North Carolina stands at the bottom with $59 against South Carolina's $145, Virginia's $131, Florida's $197, Alabama's $115, Kentucky's $207, Mississippi's $276, Louisiana's $110, and Arkansas' $133.

The institutions for negroes under the control of the State have set the mark at $200,000 for 1935-36 which, of course, is a considerable lift from the appropriation made for the past year and possibly more than the Legislature will find itself able to allot, but, considering the need of the field and the urgency of the appeal, the negro institutions will, doubtless, come out of the hearing with at least some greater resources than they have been allowed through the thick of the depression.

Education-1934

Discussions.

A number of Georgia papers have referred to the renewed operations of the Bibb Brick company plant at Macon, saying this is a true sign of returning prosperity.

After quoting The Telegraph's editorial on Opportunity for Attention, which related to the county commissioners' plan for giving the Negro schools four new buildings, The Moultrie Observer said: "The views of the Macon paper coincides with the views of The Observer. The white people of the South are guilty every day of a grave injustice to the Negro in the matter of education and opportunity. It has not helped the South financially or otherwise. Georgia is a leader in this discrimination. We have said much about "equalization of educational opportunity," but we have always meant equalization for white children. The money given to carry on educational work among Negroes, and the equipment they are given for school work, are shameful. Some will not like the sound of this. We cannot help it. Our works will be judged some day by a court where race and color and wealth are not considered. Georgia is not preparing for that judgment. Coming closer home we will say that Moultrie is not preparing for that judgment. Our consciences are peculiar. They are keen on some things, but very dull and convenient on others."

Dr. Edmonds Urges Education For Negroes

The plea for better educational facilities for Negroes made by Dr. Henry M. Edmonds before the Rotary Club is representative of the kind of intelligence which must sooner or later replace the old idea that it is better for the colored race to remain in ignorance. A generation ago some of the leading white citizens of the South were firm in their belief that education was not for the Negro; it was held that the opportunities of contact with books should be reserved for the white people.

This old-fashioned point of view was based upon several misconceptions. In the first place, there were those who contended that the Negro, as a race, is incapable of enjoying the benefits of an education. This notion has to a very great extent been confounded by the records of hundreds of black men who have made great names in the realm of pure scholarship. The remarkable work of some of the Negro physicians, scientists and musicians has proved conclusively that the world cannot afford to refuse to cultivate the latent talents of the Negro race.

No doubt, in some parts of the South, a strong reason mitigating against the education of Negroes has been the fear that the mental training of Negroes would tend to put them on more nearly an equal basis with the white people. One has even heard the statement that education "ruins" Negroes; that a Negro cannot "be kept in his place" after he has been to school.

It is particularly unfortunate that such an attitude has ever been accepted in the South. Most of the people of this region must be aware of the fact that it is the "ignorant" Negro who constitutes the main racial problem of the South. As Dr. Edmonds pointed out with absolute accuracy, it is the uneducated and superstitious Negro who is most likely to fall prey to the sorties of Communism in the South. The part of the colored race which has had the advantages of schooling is not at all likely to be led into traps by the agitators from other sections of the country.

What Dr. Edmonds had to say about the training of Negroes is applicable to the whole matter of democratic education. Such work, properly conceived, is not designed so much for the personal advantage of individuals themselves as for the good of society as a whole. The main justification of public education is that it provides protection from dangerous mass movements fomented by fear and ignorance.

Public education must be thought of mainly as a means of building an intelligent citizenship. Thus, it follows that, if the South wishes to make the best possible citizens from its Negro population, the logical way of approaching this end lies through the proper kind of education for members of the black race. Dr. Edmonds is to be thanked for stating the matter so convincingly.

Birmingham, Ala., News
January 6, 1934

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Differentiation in Education With Respect To Races

By CARTER G. WOODSON

Of Washington, D. C., Editor of the JOURNAL OF NEGRO HISTORY, and author of "The Negro in Our History," "The Miseducation of the Negro" and "The Negro Professional Man."

I LEARN that the "great leaders of thought" are working out a "differentiation" in education with respect to races. I do not believe in any such policy. We should teach the Negro the same way that we teach any other race and essentially the same things that we would teach any other race. (This is the first of a series of articles on this subject).

We teach the white child about himself and about others in relation to himself. This method is right. However, we teach the Negro child about the white race and about others in relation to the white race. Such approach is wrong. The procedure in the one case should be the same as that in the other. Every element of our population should be be taught to develop from within rather than have so much disorganized and unrelated matter poured in from without. The failure to do this in the training of the Negro has made his education largely a failure.

I see a danger in "differentiation in education with respect to races," for it carries the idea of a superimposed program with possibilities of invidious distinctions. This was the original policy in dealing with the Negro in other matters. Some years ago, however, the Negroes had a free-for-all fight among themselves about the kind of education they should have, although they did not actually acquire much of any sort. The whites had never been very much concerned about it; but, on becoming interested, they accepted one of the views of the two Negro factions and tried to carry it out. Now the whites are doing their own thinking about Negro education. They are setting up Negro educators here and there to do what the want to see carried out. We very readily serve them, for it supplies temporary relief to the Negro agent thus fattened, although this policy may so far remove the other members of the race from the public trough as to force them into the bread line.

This recent thought about the Negro results from his present plight. In this country he has always been a parasite hanging on to the white man upon whom he has lived by doing his drudgery. Now that drudgery has been eliminated by machinery, the white man brushes aside his Negro parasite who must go to the bread line

where he is gradually starving. How then should we educate people who are thus doomed? It is useless to teach the Negro the mechanic arts because trades unions have proscribed him in such spheres. It is unwise to train them in business administration because the Communists are rapidly destroying capital. It is not necessary to teach the Negro Hebrew unless there is some advantage in knowing how to beg for bread in that language. It is hardly profitable to teach the Negro the culture of the ancients unless in their philosophy he may find some consolation while sufferng from the pangs of hunger. It will be useless even to teach the Negro local geography unless it is considered advantageous for him to know that running the bread line in one town will be more profitable than standing in line in another. If Negroes do not need any educaton at all, teachers of their schools will be unnecessary, as recently argued a man in support of a motion to disestablish Negro State College; and it failed by only one vote. If Negroes continue to turn atheistic and leave the church because it has substituted the ideals of Hertzog and Hitler for those of Jesus of Nazareth, there will be no need for Negro preachers. In the other higher spheres the members are considered so small that Negroes thus occupied may be easily dispensed with.

Since the Negro has actually become worthless to the white lords in the machine age some have inquired as to why they should not hasten process of extermination by sterilization as devised by Hitler for his undesirables. The propagation of this particular species would thus be brought to an end by an apparently humane method which is so much more effective than birth-control, and what is now being present to educate and elevate Negroes could be profitably used to keep alive those left to read their doom in the setting sun. Our race, then, should be congratulated, at least, for making others think, although the process does not have that effect on us. If we ever learn to think we shall have our own program of education.

In the first place, I would teach the Negro child. I say child because there is little or no hope for the Negroes who are beyond thirty. They have been so developed as to continue content with the incidents of slavery and the badges of inferiority. Negroes of this finish cannot be expected to do any more than to underestimate and destroy the teachers of their schools, the pastors of their churches, the professional men around them, and the business men in their communities. The goal of their lives will be to connect themselves with others in exclusive circles; and, if they finally penetrate such spheres only to find that they are not desirable, they will sour on life and become stumbling blocks to progress.

I would begin with the Negro child himself and then take up his environment as an index to his activities. This is the natural order for all education. If conditions around the Negro child are undesirable or even intolerable I would not try to hide these things from him. I would inform him accordingly just as soon as he developed the power to see and observe things for himself. I would try to show wherein these conditions have resulted from unsound policies and unwise methods: I would endeavor to stimulate in him the ambition to do something concrete to correct the evils which surround him. I would teach him history, the great stimulus in the present and moniitor to the future. Out of it this child must learn that present day conditions now afflicting the Negro are not worse than similar difficulties which have handicapped other peoples who since that day have extricated themselves therefrom and have made a deep impression upon their time.

I would teach this Negro child that he is black, but comely, black and beautiful, and even beautifully black! While others on the street through the press, and on the rostrum are trying to make him accept his color as a mark of inferiority I would show by the achievement of his forebears that they measured up in their glorious record to the level of the greatest peoples of the world. I would deliberately teach the Negro child the falsity of the doctrines which have prevented the clear thinking of people of today. I would sound the keynote of hope in the African proverb, "Lies however numerous will be caught by truth when it rises up." I would say to the Negro child as does the African, "Know thyself better than he who speaks of thee. Not to know is bad, not to wish to know is worse." For the literature of the Teutons I would find a parallel in the rich treasures in the lore of the African. I would place the African words of wisdom in the class with those of the Greek philosophers. I would classify Es-Sadi with Homer, Antar with Shakespeare, Askia with Julius Caesar, and Askia the Great with Augustus. In short, I would inspire the Negro rather than crush in him the bud of genius by a so-called "education."

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"White" universities and colleges throughout the country should make a determined effort to Americanize their institutions by placing on their faculties a member of every racial group.

This would be the most important step to take in furtherance of interracial relationship and would give students of the various schools firsthand information on the social and economic problems of America's black citizenry.

If education means anything it means to give those who are to be taught the truth about their subjects. No man can teach the truth about the black man like the intelligent black man himself. As faculty members of the various colleges, such learned men as Dr. W. E. B. Dubois, Dr. James Weldon Johnson, Dr. Ernest Just and Dr. Allain Locke could and would present the case of the American black man in such lights as would give teachers and students a different viewpoint on many of the perplexing questions of the present.

What white students need is to know the problems plus the prejudices which confront the black man in his fight to obtain those rights and privileges long since obtained by other races. This information can only be obtained from those who are the victims. Because of the lack of sympathetic understanding some students a few years ago refused to remain in the school to hear a noted French singer solely on account of his color. This objection was based largely on unacquaintance with the character of the artist in question.

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The lack of educational facilities for the Negroes, he said, is helping to make the propoganda of Communists fall upon more fertile soil.

Dr. Edmonds revealed that one Communist pamphlet advised the Negroes of their right to seize the "Black Belt" and secede from the rest of the United States.

The only way, he maintained, to combat such insidious propaganda was to take a more active interest in the education and welfare of the Negro and to show him the Negroes real friends are the Southerners themselves.

Where, in the state of Alabama, $47 a year was expended on each white child for education only $15 was spent for each Negro child, Dr Edmonds showed.

In some states this condition was even worse. Florida spent $78.25 upon each white child and only $10.57 upon each Negro child. Similar differences existed in the remainder of the Southern states, according to Dr. Edmonds.

Dr. Edmonds was introduced to the students of Birmingham-Southern by Oliver Cox, member of the student body.

The Plight Of The Negro College Graduate

KELLY MILLER

Dr. Will Alexander of Atlanta and New Orleans, president of Dillard University and head of the Southern Inter-racial Commission, delivered the Charter Day address at Howard University on the second of March. He passed up all learned disquisition and polished discourse which usually characterize such academic occasions and struck directly at the grass roots of the Negro's social structure. What we shall eat, what we shall drink, and wherewithal shall we be clothed, constituted his chief concern. The professional and social life of the race is based upon an insecure foundation. There is no adequate self-sustaining middle class to support such a pretentious superstructure. The depression has precipitated the shock with all alarming suddenness. Ministers find themselves with impoverished congregations, doctors with impecunious patients, and lawyers with poverty-stricken clients. Many of our professional class who hitherto flourished on the support of the masses are now hovering between the bread line and overalls. School teachers are a little more fortunate because they are supported by public funds.

The present generation of college students is facing this gloomy prospect. They are preparing to recruit the ranks of callings in which there is little likely prospects of an adequate livelihood. Not half of the two thousand last year's graduates have been able to find placement. Many of them are remaining in school to still further prepare themselves for the hoped-for better day. They are living on compounded hopes. The white college world is not much better off. Last spring the president of Johns-Hopkins University, addressing a class of 76 candidates for the Ph.D. degree, advised them to seek employment in the CCC at one dollar a day because there was no outlook along the lines of their higher perparation.

But all is not dark that seems gloomy. The higher learning still has its meaning and mission. There are as many sick souls who need comfort, as many sick bodies that need healing, as many ignorant minds that must be enlightened, as many wrongs to be righted, as many sufferers that need solace, as there ever were. The call for college-trained youth to administer to human needs and necessities has never been louder than it is today. When I was a college youth fifty years ago the clarion call was to consecration, service and sacrifice. A little later a new notion invaded the college world. It was to command material substance to meet the requirements of creature comforts, refinements and elegant living. Who has not seen ministers prostitute the pulpit to profiteering, doctors splitting their energies between practicing medicine and piling up profits, and lawyers dodging the penitentiary in quest of fees. The philanthropists whom with such high hopes inaugurated Negro colleges and universities have fortunately fallen on sleep before their eyes were permitted to see such a disappointing sight. I have heard a president of Howard University urge his graduating class to go South to serve the masses amidst suppressed smiles and guffs of dissent. Another head of the same institution regularly advises collegians to take up work in Brazos Bottoms while the advice is received with thinly disguised and visible disgust.

But depression, like Providence works in mysterious ways. It will turn the mind of the college generation from **selfishness to service**, from the mercenary to the missionary motive. Circumstances will force the missionary spirit which sends its de-college and the professional school chose? The future of the race hangs votees forth, not to be ministered with the prospect of recruiting the largely on your answer. There unto, but to minister to others. The higher callings with barely a living must also be a small residue who will laborer is worthy of his hire, but in income, or they may decide to give follow learning for its own sake. Of the vineyard of human service, the up the professional idea and its pre- is the kingdom of knowledge. servant must think more of his labor than his hire.

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Ambitious Negro youth are faced with two alternatives. They may follow learning for its own sake. Of sacrifice to win their way through the professional idea, and its pre-sent, is the kingdom of knowledge. which of the two paths will you enter at once the toiling world with the hope of making a better living. Young man and young woman, the future of the race hangs largely on your answer. There is little likely prospects of an ade-quate livelihood. Not half of the two thousand last year's graduates have been able to find placement. Many of them are remaining in school to still further prepare them-selves for the hoped-for better day. They are living on compounded hopes. The white college world is not much better off. Last spring the president of Johns-Hopkins Univer-sity, addressing a class of 76 candi-dates for the Ph.D. degree, advised them to seek employment in the CCC at one dollar a day because there was no outlook along the lines of their higher perparation.

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Education-1934

Discussion.

Augustus Field Beard

TO ALL the pioneer college-bred Negro men and women of America Augustus Field Beard was an early and enduring source of inspiration. Today they join with others in mourning his passing last Saturday as the loss of as great a friend as the Negro has had in this country since the days of Sumner and Stevens. It was he, more than any other single person, who made the higher education of the Negro possible at a time when the vast majority of white Americans seriously doubted the capacity of the Negro to master university training. Largely through his untiring efforts as secretary of the American Missionary Association, Howard, Fisk, Atlanta, Talladega and Straight were established to offer higher educational opportunities to Negroes. Through his long life of 91 years he exemplified the finest in the New England tradition of rugged integrity, unshakable devotion to principle and uncompromising opposition to expediency. He deserves to be ranked among the staunchest friends of the Negro that all America has produced.

12-29-34

Herald-Sun

GIVE NEGROES SOME OF IT.

Sessions of the budget advisory commission planning the preliminary work of the 1935 general assembly disclose the usual institutional demands, far in excess of the revenues in sight.

But tax collections have improved. Business appears to be better. It is certain that the slashes of 1933 will not be necessary. Some relief for every person on the state's pay roll, nearly 34,000 of them, is a reasonable hope. The improvement isn't great enough to justify any rush for the state treasury. But there should be help for them all.

And one of the very first beneficiaries of this improved business should be the negro schools. North Carolina has had a deal of favorable advertising for its generosity toward the negroes. The most recent reports from the offices of state school superintendents of public instruction do not make us in actuality anything like so good as we are in sentimentality. North Carolina will contain itself longer than any other southern state when a negro is charged with crime. But there are several of these commonwealths which treat their negro institutions much better.

In a recent address President James E. Shepard, of the North Carolina college for negroes, in Durham, cited those statistics. He declared that North Carolina has more negroes in higher institutions of learning than Mississippi, South Carolina, Texas and Virginia combined; but North Carolina gives only $106,000 to five negro schools teaching 1,900 negro boys and girls, while these four other commonwealths quoted approximate $351,000 for their 1,900 students. In *per capita* cost North Carolina stands at the bottom with $59 against South Carolina's $145, Virginia's $131, Florida's $197, Alabama's $115, Kentucky's $207, Mississippi's $276, Louisiana's $110 and Arkansas' $133.

These five North Carolina institutions for negroes have asked for $200,000 to do their work in 1935-1936. We do not have the beggarly figures of the 1933 legislature providing each institutional allotment. But when any other southern state declines to compete in niggardliness with North Carolina it is high time for us to ask ourselves if we have not slightly over-advertised our righteousness?

Discussion.

Atlanta, Ga. Georgian
March 18, 1934

Brooks Bares Unfairness to Georgia Of Prison and Educational Statistics

Comparison of Present Conditions With Past Reveals Progress, Says Noted Economist

By R. P. BROOKS,
Professor of Economics, University of Georgia.
President of the Southern Economics Association.

IN MY introductory article of last Sunday I quoted a number of uncomplimentary references to Georgia. Those who hold the state in low esteem get their views from statistical publications ranking the states in certain respects and from newspaper accounts of untoward occurrences in the state.

We all know that for years Georgia had an unenviable reputation in the matter of lynching. In this respect a great improvement has taken place, though it is regrettable to have to confess four lynchings in 1933.

In using statistical tables, an exasperating circumstance is that sometimes no figures are given for Georgia. A footnote will say "No report." State and county officials evidently in many cases pay no attention to requests for information.

One can scarcely quarrel with them if they receive as many questionnaires as do college deans and registrars.

Georgia Tops List in Criminality

Figures on numbers of prisoners were compiled by the bureau of the census for 1923, 1931, 1932. "No report" for Georgia for the last two dates makes it necessary to use the 1932 figures.

In that year Georgia, in prison population per one hundred thousand, ranked second, Nevada winning the first prize with 270 prisoners per one hundred thousand population; Georgia had 188; Wyoming was third with 171.

These figures may be affected by the presence in Georgia of a great federal prison. The total number of federal prisoners in the United States is, however, small, only one out of 25.

Statistics of "defectives, dependents and delinquents," the census bureau confesses, must be used with caution in making comparisons between states.

"The provisions for the care of these classes," the bureau states, "are so divergent in the different states...that the enumeration of persons in certain institutions may be far from reflecting the true differences...in the relative number of such persons."

State at Bottom In Education Ranking

I looked up this matter because I wondered if there was any correlation between crime and ignorance, between convictions for violations of law and educational or cultural levels. I have a report published in the American School Board Journal for February, 1932, ranking the states in an educational way.

Ten factors were used in the calculation—five academic, five financial. Georgia ranked forty-eighth among the states, absolutely last, her score being 38.76 out of a possible 100.

The Southern states as a group are congregated in the lower section of the list, Texas having the best score, 53.43.

TABLE RANKING THE STATES IN EDUCATIONAL ACHIEVEMENT.

1.	New York	89.77
2.	Nevada	88.99
3.	California	84.58
4.	New Jersey	82.82
5.	Illinois	74.80
6.	Ohio	74.77
7.	Washington	73.98
8.	Massachusetts	73.70
9.	Delaware	73.70
10.	Connecticut	73.21
11.	Montana	72.61
12.	Arizona	72.41
13.	Colorado	71.38
14.	Oregon	71.31
15.	Michigan	71.28
16.	Wyoming	71.16
17.	Utah	69.84
18.	Iowa	68.98
19.	Indiana	68.67
20.	Pennsylvania	67.66
21.	Kansas	67.28
22.	Minnesota	66.43
23.	Rhode Island	66.10
24.	Wisconsin	65.23
25.	New Hampshire	64.31
26.	Maryland	64.25
27.	Idaho	63.62
28.	Missouri	62.79
29.	Nebraska	62.58
30.	South Dakota	61.34
31.	Vermont	60.41
32.	North Dakota	60.07
33.	Maine	59.69
34.	New Mexico	56.04
35.	Texas	53.43
36.	West Virginia	53.28
37.	Oklahoma	52.19
38.	Florida	51.54
39.	North Carolina	48.84
40.	Louisiana	48.26
41.	Kentucky	45.57
42.	Virginia	45.18
43.	Tennessee	43.73
44.	Alabama	42.73
45.	Arkansas	42.46
46.	Mississippi	42.33
47.	South Carolina	41.92
48.	Georgia	38.76

It may be only a coincidence that Georgia is at the top in criminality, as judged by numbers of prisoners, and at the bottom in education. Furthermore, our excessive number of prisoners may reflect better working of the courts.

Forty-Second In Total Illiteracy

Illiteracy was naturally one of the factors considered in ranking the states in educational achievement. In this respect Georgia comes forty-second in total illiteracy.

Other Southern states are in even worse condition. We are given to saying that our high degree of illiteracy is to be explained by the presence of so large a proportion of negroes in the total population.

This, however, is not a true explanation. Of native white illiterates of over 10 years of age, in 1930 we had 46,898. Kentucky had the greatest number, 101,695, while Texas, Tennessee, North Carolina, Alabama and Mississippi also had a greater number than Georgia.

Georgia ranked thirty-ninth in percentage. Of negro illiterates we had 163,237, about 20 per cent of the total.

Alabama and Mississippi had a greater number. In percentage we had better ranking than North Carolina, Mississippi, Louisiana, Alabama and South Carolina.

The United States is rapidly becoming a highly literate country. This last census revealed that only 4.3 per cent of all persons over 10 years of age were unable to write.

The native white element naturally makes the best showing, the per cent of illiterates being only 1.5.

Of the foreign-born white, 9.9 per cent were illiterate; of the negroes, 16.3 per cent were so classed.

The foreign-born illiterates are congregated in a few Northern states like New York, which is the leading state in total illiteracy, though by no means in percentage.

It is in the Southern states that many of the native white and negro illiterates are found. Approximately one of ten persons in Georgia is illiterate. Of native whites, however, the percentage is only 3.3, negro illiteracy running up to 19.9.

Remarkable progress in reducing illiteracy was made in Georgia in the 1920 to 1930 decade. At the former date, Georgia had a total illiterate percentage of 15.3; for native whites, 5.4; for negroes, 29.1. No other Southern state except Louisiana showed such improvement.

In absolute numbers, Georgia illiterates decreased 118,000. The determined drive made in the state during the past few years against adult illiterates has evidently borne fruit.

Lowest Per-Capita Education Expenditure

Expenditures for public and elementary education were another factor in arriving at our cellar rank in education. In per capita expenditures for this purpose Georgia again is last among the states, forty-eighth, with a per capita of $6.42. All of the lowest twelve states are Southern, Texas leading with $13.42.

Comically enough, Nevada, first in prisoners, is also first in expenditures for education. In per capita wealth also Nevada is the leading state in the Union.

One forbears to comment at length on Nevada's peculiar position. Her total population is only 91,000.

Maybe heavy costs must be incurred in edlcating so sparse a population, scattered as it is over an area twice that of Georgia, which has a population of nearly 3,000,000.

Spending less per capita for education than any other state, it is to be expected that teachers' salaries should be very low, salaries being the larger part of the cost of education. The average annual salary paid Georgia teachers in 1930 was $684.

Arkansas with $673 and Mississippi with $620, fell below Georgia.

We should thank heaven for Mississippi, as that happy commonwealth so often cushions our fall and provides us with at least one sister state over whom we can crow.

In the field of higher education, Georgia ranks surprisingly high in contrast with her low status in elementary education.

In total receipts for universities, colleges and professional schools we ranked in 1930 twenty-first, only three Southern

states surpassing us—Virginia, North Carolina and Tennessee.

Georgia ranked eighteenth in the value of grounds and buildings and eighteenth in the value of libraries, laboratories and furniture.

High Birth And Death Rates

Comparison of the states in the matter of vital statistics may be of little significance for our present purpose, since percentages of births and deaths reflect principally rural or urban dominance. The highest birth rates are found in the South. The 23 states having birth rates per thousand more than the United States average include all of the Southern states.

Georgia, in 1930, ranked eighth in birth rate among all the states.

New Mexico had the highest birth rate and the highest infant death rate.

Of the 21 states having greater infant death rates than the United States average—ten were Southern.

Twenty-nine states had a lower infant death rate than Georgia. Our high birth rate is characteristic of rural states, while our high death rate may reflect poor health conditions or inadequate medical facilities.

An authority on social statistics says "there is a close relationship between ignorance and infant mortality."

Perhaps the most important evidence of the low state of well-being in Georgia is to be found in the 1930 census returns covering the vital matter of home ownership. Here again it must be recorded that Georgia foots the list—a smaller percentage of Georgia families own homes they occupy than is the case in any other state in the Union.

Of the total of 652,793 Georgia families, only 29.8, less than one-third, own the homes in which they live.

For the United States as a whole the percentage of owners is 46.8; in Virginia the percentage is 51.4; Tennessee, 45; North Carolina, 43.5.

Few Conveniences In Farm Residences

Another index of well-being is to be found in the 1930 census reports ranking farm homes according to the percentage that have telephones, piped water and electrical lighting. Fewer than 6 per cent of farm homes in Georgia have telephones, 3.1 per cent have piped water, 2.9 per cent electric lights.

Mississippi, South Carolina and Louisiana ranked below Georgia in telephones; Arkansas, Alabama, Mississippi and Louisiana in piped water; Arkansas, Mississippi and Louisiana in electric lights.

Georgia ranked 43d in ownership of automobiles by farmers. One out of three farmers in 1930 had a car; for the United States 58 per cent had cars.

The bald facts in the preceding paragraphs do not afford a flattering picture of Georgia. Denying the facts or minimizing their importance gets us nowhere. I should confess, however, that I do not get nearly so excited oevr the situation as I once did.

The possession of a modicum of education and of those physical things which make for comfort and convenience is of course desirable and important, but not indispensable.

Many of the durable satisfactions of life are enjoyed by the poorest. Times without number I have been in rural homes where poverty and ignorance ruled and found there dignity and happiness.

The farming masses give our society a stability that urban civilization sometimes lacks, although, of course, progress is not so rapid when they predominate.

Country people are our bulwark against such political, social, intellectual and moral evils as Bolshevism, Socialism, Fascism, alcohol, companionate marriage, evolution and wild new religions.

I am not saying that virtue and righteousness are necessarily associated with ignorance and poverty, though there are those who think, or pretend to think, that ignorance is bliss.

This notion, pushed to its logical conclusion, would lead to the absurdity that the clam buried in the mud of the salt sea marshes is the happiest of creatures.

Favors Progress, But Not Too Fast

I favor progress and improvement, but they should not come too rapidly.

On the other hand, we should at least remove as rapidly as possible the stigma of illiteracy from the thousands of white and negro citizens who can neither read the county papers or sign their names, and I can not see that their sturdy integrity of character would be imperiled by such a degree of prosperity as would provide some of the comforts of civilized life.

Another reason why I do not view with great alarm the bad statistical showing of Georgia is because these figures give us only a static picture.

If, instead of comparing present-day Georgia with more advantageously situated states, we should compare Georgia's present with her past, we would find much to be proud of, for we have made great progress in the past 30 or 40 years. At a later time I hope to have something to say on that subject.

Georgia's status in comparison with other states is due in considerable measure to her relative poverty—not entirely to that cause, it is true, for a bad system of taxation and certain other considerations must bear part of the blame.

My next article will be devoted to the economic status of the state.



PROF. R. P. BROOKS.

SPRINGFIELD, O.
NEWS

APP 1 1934

NEGRO EDUCATION

To the Editor of The News-Sun:

Negro education was fostered by our own race until about the year 1880. The great bulk of the Negro population in the southern states had no schools of any kind at this time. Schools before 1885 in Ohio and elsewhere were largely supported by our own race through the medium of taxation, and colored youth could not have more than three or four months of schooling per year. During the period of 1890 to 1910 the southern states were supplied with teachers from the northern states, who had been trained side by side with the white students. The sole purpose of the Arnett-Ely bill put through the Ohio legislature in 1887 was to give Negro youth an education equivalent to that of the white youth. Representative Arnett sponsored the bill in the Ohio House of Representatives and Senator Ely in the Ohio Senate. After the passage of the Ohio bill wiping out the last of the black laws of Ohio with only seven votes against it, they held a jubilee meeting in this very city celebrating the passage of the bill.

They held this meeting at a hall called "The Wigwam." The list of speakers included such men as the Hon. B. W. Arnett, Senators Ely and Pringle, the Hon. J. Warren Keifer, the Rev. James Poindexter, Prof. Scarborough, of Wilberforce; C. M. Nichols, of the newspapers, Asa S. Bushnell, later governor of Ohio, the Rev. G. W. Zeigler, George E. Rawlins, Mayor Goodwin, J. K. Mower, J. F. McGrew, James Buford, H. C. Smith, of the Cleveland Gazette, the Rev. W. R. Boone, the Rev. W. H. Warren, W. S. Newberry, David Wilborn and C. M. Butler. These are the fathers who sponsored this law and then jollified in the glory of their work. Now, most of them are dead, and for this generation, led by a southern Negro traveling preacher with a whitewash brush to tear down what these fathers did for our good would be nothing less than absolute suicide for the thinking Negro of Ohio. Let our right arms become palsied and stricken from their sockets before we allow this to be done. We are not against colored teachers in the public schools of this city, but we want these teachers to pass the examining board, receive their certificates, put in their applications with the school board, and allow them to be acted upon in the regular way. As to division lines which are only imaginary and can be changed at will by the board of education for the purpose of filling buildings this much-talked of Fulton School might be one thing this year and something different next year.

Now, a whole corps of teachers (colored) at this particular building teaching all colored pupils would be against the laws of the state of Ohio. And we do not believe the board of education will tolerate any such action against the wishes of a majority of the best colored citizens of the city, just to please the selfish ambition of some minority group led by some out-of-town preacher who is not even a citizen of the city or state. We hear there will be a petition circulated among the colored electorate. We understand it will be a "double barreled" affair which will ask for colored teachers in all the schools of the city. Then they will ask the colored electorate to sign a petition for colored teachers in the Fulton building only. Electorate, do no sign any petition at all. We understand the self-appointed Moses will offer some opportunities to some other Jim Crow disciples who do not happen to live in the vicinity of Fulton to bring their children across town that they might get some of this Jim Crow education.

We further learn that the principal of the Paul Lawrence Dunbar School, of Dayton, a Virgin Island Negro, has been promised the principalship of the school. If I were the reverend gentleman, I would further insist that the school board plant some cocoanut trees around the school grounds and import some cunning little animals to play in the foliage and throw cocoanuts at the principal and teachers. This would bring the project up to date. In fact, it would terminate in one of the modern wonders of the world.

Howard University, Washington, D. C. given $200,000 by O. O. Howard to be kept up by Negroes, failed. Now it is supported by the United States government. Wilberforce University, given over to Negroes to be kept up by the A. M. E. Churches, failed. It is now supported in part by the state of Ohio. The W. E. B. Curry School, on Urbana rd., failed, and now is a roosting place for the owls and bats. What is the hope for Fulton School under the absolute control of Negroes?

DR. G. W. C. SCOTT

Springfield, O., March 31, 1934

EDUCATIONAL SYSTEM CHANGES PROPOSED

In the future pupils in Georgia schools and colleges will be taught what they want to know instead of what the officials of the elementary schools and university system think they ought to know, if the plans of State Superintendent M. D. Collins and Chancellor Philip Weltner are carried out.

"Under the present system each stage of the educational program is dominated by the stage above it," the officials said Wednesday. "Under our new plan a student who drops out of school after finishing the grades or one or two years in a high school or college will be better equipped to face the world than he is now."

Chancellor Weltner said the new plan would be put into effect in the university system this fall in the freshmen classes and that next year it would be in effect in the sophomore classes, the following year in the junior classes and four years hence in the senior classes.

Dr. Collins said that while the elementary school system would like to start at once on the new program it would have to wait for an additional appropriation from the legislature to provide new buildings and additions to the buildings already in use.

"We plan to provide students with such an education that when they drop school they will have attained some definite objective even if they only attend a few years," Dr. Collins said. "In other words every pupil will have some kind of a complete education."

Discussions
NASHVILLE, TENN.
BANNER

APR 2 1934

COST OF GOING TO COLLEGE

The United States Office of Education has recently made a survey of collegiate education costs, and an outline of results has been prepared for the New York Times by Walter J. Greenleaf, a specialist of the Office of Education.

Of the 1,500 institutions of higher education listed in the Educational Directory, 609 offer liberal arts courses, 200 are professional schools and technical institutes, 148 teachers' colleges, 88 normal schools, 80 Negro institutions, and 341 two-year junior colleges.

The question, which has attracted Mr. Greenleaf's interest in his study of the survey, has been the costs of higher education. Just now the typical cost of one year's attendance at a privately controlled men's college is $1,023, with $819 given as a minimum. In men's colleges, controlled by Protestant churches, the cost ranges from $570 minimum to $642, typical; in Catholic controlled colleges from $605 to $607. In women's colleges, privately controlled, the costs are given as $901, minimum, and $986, typical; under Protestant control, $548 and $627, and under Catholic control, $651 and $709. Co-educational institutions show $986 as the typical cost and $600 as the minimum. For such institutions under Protestant control $431 is the minimum and $480, the typical; Catholic control, $590 and $653. In state institutions the minimum figure is given as $376 and the typical, $438.

Mr. Greenleaf notes that it will take at least $540 for a high school graduate to attend an average college, though it will take $630 if he spends what the average economical freshman spends. He must, however, confine his choice to a state institution or to one under denominational control, though at Lincoln Memorial, in this state, it is suggested that a student might get along on $270.

At Harvard, Princeton and Yale, and several other institutions, however, the typical, economically minded freshman must spend $1,000 or more, and the same applies to a number of women's colleges, Goucher, Radcliffe, Wellesley, Vassar and Bryn Mawr.

University authorities, however, are making every effort to keep student costs to a minimum so that worthy students may complete their college courses. Deferred tuitions have helped 8,000 in state universities and 6,000 in privately controlled institutions. Scholarships and loan funds of more than $1,500,000 in forty-nine state institutions and over $30,000,000 in sixty-two privately controlled institutions are said to be available for worthy students for the present year.

Sensibly Using a College Education

Ethel Anderson, Earlsboro, Oklahoma, is a graduate of the University of Illinois. Her father is a millionaire. Recently Miss Anderson was an instructor at Langston university, but she voluntarily resigned that position and returned to her home.

This article is written because Miss Anderson represents that type of young Negro who does not consider that her days in school were no more than a social garnish like the powder a woman places on her nose. Education with Miss Anderson is not alone a "pretty thing"; it is a useful thing. She believes in the gospel of George Washington Carver, when he says "Education is understanding relations."

Last Sunday we had occasion to visit in the Anderson home. As we drove up to the farm house we noticed a large sign which reads "Anderson Hatchery." On the inside of this large structure we found Miss Anderson and one thousand baby chicks. Here was a millionaire's daughter, dressed in a neat gingham dress, utilizing the intelligence she had secured in the University of Illinois on chickens.

"Oh, I just love this work," said the little lady. "There's more independence here and more money than in a school room. I hatch out six thousand chicks every three weeks and the people around the countryside purchase the entire output. I get from seven to eight dollars per hundred for them, and really need more hatching machinery."

Now, you do a little figuring yourself. Think first of the hundreds of Negro girls standing about today jobless, and who say that life does not give them a break. Girls with a job complex. That is to say, they develop no independent line of thought, or attempt to create their own job. We know of fifty offhand in Oklahoma City who are today idle and who could be raising chickens just as Miss Anderson is doing.

Let's get back to the figuring. Six thousand chickens at seven cents each, is $420. Miss Anderson, if she holds her chickens until they are two weeks old, gets eight cents. Think of it! A Negro girl creating and producing, to say the least, $450 worth of value every three weeks.

The average Negro girl who completes a course in college labors under the impression that her hands are fit for nothing but a Rolls Royce; but listen to Miss Anderson:

"Yes, I had lots of mortality when I first started in, but now I have reduced the death rate to practically nothing. I was able to use much that I learned in college in diagnosing poultry ailments. I am able now to detect disease in its incipiency. I lost chickens mostly because I was following the temperatures proposed and recommended in poultry magazines. I soon found out that this was a matter for me to solve and I experimented for myself." The former school teacher said she could differentiate between roupe and tuberculosis in her flock, and a number more of poultry ailments we do not now recall. She said that in another month she would cease pushing the baby chick line and turn to raising fryers until fall.

It is only fair to say that Miss Anderson, to develop this large output, has a commercial hatching machine costing in excess of $1,800; but there is nothing to prevent many of our idle girls purchasing small incubators for nominal sums. Getting out of the bread line these days is something more than expecting the other fellow to do it for you. What about raising rabbits, producing squabs? Did anybody ever think of a few bees and the honey crop that would follow?

A white man the other day told this writer that on a little plot 60 by 50 feet, he and his wife had raised $50 worth of commercial strawberries. In addition this little plot had furnished enough berries for canning, immediate table use and a few for their neighbors. What about your back yard? Is it in weeds or strawberries?

There are thousands of opportunities for girls to make a living. The thing to do, in most instances, is this: Dust off your brains and let your mental self do a little thinking. It is a mistaken idea most folk have that education has nothing to do with dirt and perspiration. It is also a mistaken idea that your hands are your only asset. An individual isn't worth much from his shoulders down. Ninety-nine per cent of your value as a human being resides in the territory from the shoulders up.

This editorial is written with the idea that it may awaken some of our feminine readers to the opportunities which are present everywhere. Get out of the rut. Do an "Ethel Anderson." You are going to live and die without amounting to much unless you comprehend and understand the related values in life. The other fellow upon whom you are waiting to hire you on some job is a person who a long time ago did what we are telling you to do.

Hampton Girls Beautiful, Students Friendly, But Jim Crow Silly, Say Visiting Northern White Collegians

Staff Correspondence

HAMPTON, Va.—The reactions of the group of some 150 white students from colleges North and South, who spent two days on the campus of Hampton Institute as guests of the school as gleaned through informal conversations with several reveal that the school's objectives was fully realized through the experiment.

It is understood, that the institution's idea in sponsoring the project was to bring about a clearer relationship between the students of Hampton and other institutions and simultaneously foster a better understanding of and a mutual respect for students of the race for those of another.

In Spite of Handicaps

The happy outcome of the experiment and the attending benefits both to the students of Hampton and those of the schools represented in the party seem, however, to have come about in spite of the attitude of some of the more influential residents of the campus and not—or at least not wholly—through their efforts.

Despite the carefully laid plans of certain persons, some in high administrative positions in the school's organiation, to keep personal contact between the colored and white students at a minimum, the natural tendency of young people to seek the company of each other brought about results which are believed will have a lasting and far reaching affect.

In conversation with a student from Williams College, Williamston, Mass., who gave every possible evidence of thoroughly enjoying, as he later expalined "his first trip south of New York state," said when asked for his reactions:

Wants to Enroll

"I think Hampton is a wonderful place. I can't understand why any student should be dissatisfied in such an ideal enviroment. Truly, I should like to attend here myself were it possible."

When asked what he included in his "ideal environment," the young man mentioned the campus and other physical features of the institution, the friendliness and warmth "the place fairly breathes" and the students, "who are the most regular bunch I've ever met."

"What of the faculty and other officials here you've seen?" the visitor was asked by one who admitted readily later he had a purpose for doing so.

"Honestly, I haven't paid enough attention to them to really be fair in my judgment. From what little I have seen of them and spoken to them at several affairs they seem the crusty, tight-faced group you find on any campus."

"Of course," he added with a smile, "that's a student's way of looking at things. Older persons in the party could perhaps give you a more unbiased estimate of them than I."

Conducive to Romance

Another young man, whose collegiate identification was not learned, but who bore a very serious aspect, surprised reporters who questioned him by stating:

"This is an atmosphere conducive to romance."

Glowing with enthuiasm on a subject which one would never suppose interested him, he was quite voluable and expressed himself freely.

"You know, this is the first time I've ever seen so many Negroes at one time. I have, of course passed them on the street, and seen them in other public places but I never noticed them. Just took them for granted, you know.

"But now I've got a different slant. Perhaps it's because these Negroes are young and most of those I've seen, now as I recall it, were old and wore dark clothes.

"These are bright, cheerful, and youthful. They make swell buddies and it doesn't take long to know them."

Recalling the young man's opening statement, he was asked to elaborate on that. Becoming rather apologetic and attempting to offffset beforehand any offense he might be guilty of, he said:

Girls are Beautiful

"Colored girls are beautiful. They have color and warmth. I hope you'll understand when I say they are well shaped, that I say it with the greatest of respect for womanhood. They dress exceptionally well and with taste and above all, they are unaffected.

"I couldn't associate them with anything low or base and I have seen several I should like to know better."

The topic of conversation among the visiting students, which seemed to take precedence over all others Friday, was not the jim-crow accommodations prepared for them at Hampton. This barrier they easily hurdled with no inconvenience or embarrassment to anyone.

It was an incident which occurred the night before in the town of Hampton, where the Royal Hamptonians, a jazz orchestra composed of students from the institute, were playing at a public dance.

Having been fed a diet of classical, folk, religious, and spiritual music since their arrival on the campus, all of which they deeply enjoyed even if, as one young lady frankly admitted, "I don't believe we really appreciated it," they longed to hear some jazz.

Just a Lark

Attending the dance, it seems, was a sort of lark planned by a few of the visitors to offset the rather heavy agenda on the campus coupled with a curiousity as to just what a colored dance in the South is like.

Once inside the hall, the rhythm was such a temptation that they began dancing, and, to the horrors of all—except those who were dancing—with young colored men. The prim young white girls from the exclusive New England colleges had not been taught they weren't supposed to dance with Negro men, nor did the lusty New England swains bereft of their white girl companions' who glided gracefully in the arms of others, see any reason why they shouldn't dance with the colored girls.

And there it was! Years and years of careful subtle Nordicizing through education, and religion was blown to eternity by a blast from the brass section of a colored jazz orchestra in Hampton, Virginia.

Sent Home by Cops

A platoon of cops, of course, swept down upon the place, unmixed the races, and sent the naughty whites home with the admonition "never to do that sort of thing again."

The incident gave rise to volumes and volumes of conversation from both the white and the colored students present. Perhaps the most definite and significant expression worthy of quoting came from the mouth of a young lady who attends an exclusive college for girls in New York State.

"I was never so embarrassed in my life," she began, then launched into a virulent attack on the biracial set up of the South. Though interesting, it was outweighed in significance by her reaction to the dance raid.

She told in language which was quite unquotable of having taken courses in interracial relations and of attending interracial meetings which she characterized as "insane, pointless and without effect."

Face to Face With Jim-Crow

It was not until Thursday night that the separation laws of which she had heard so much reacted to her inconvenience, curtailing an evening of pleasure she had anticipated listening to a colored orchestra and thrilling over the experience of having attended a colored dance in the South, and above all dancing with colored fellows.

Little did she realize that on the boat which brought her to Hampton dark-skinned fellows passengers of hers were forced to undergo certain indignities to their self-respect which were even more embarassing than her being ejected from a colored dance hall.

She agreed that the experience would make her more keen to the seriousness of discriminations on account of race.

She was made to realize by persons in the group which was discussing the affair that her plea for social equality with Negroes was a puddle compared to the mire of disfranchisement, unequal distribution of public funds, abbreviated rights in practically all phases of life, and social injustices of every sort against which the Negro protests apparently without avail.

Why Not At Hampton

The question was asked if Hampton had sponsored a dance on the campus for the visitors if it would have been affected by the racial separation laws. When the question was answered in the negative, the members of the group asked one another why there had not been one.

The following was decided at a final informal seminar which began on the porch of Holly Tree Inn on the campus just before the party took busses which carried it to Norfolk to embark on the steamship Madison for New York, and adjourned on the walk in front of the long two story frame structure in the fine falling rain:

(1) There should be some sort of organization of college students dedicated to the task of fighting social injustices practiced against the Negro in America. As a corollary to this it was the consensus of opinion that the movement would be more effective if initiated by Negro college students.

(2) That a more dynamic and aggressive policy is needed in combatting discrimination.

(3) That more delegations such as the one that visited Hampton should be instituted with the colored colleges acting as hosts.

(4) That there is not as much to be gained in Negroes visiting white colleges, but it might be done with some very beneficial results.

Teachers Are Learning

A free and robust spirit that bodes well for American democracy permeated the resolutions of the National Education association's annual convention in Washington. Dent 7-11-34

"The great mass of classroom teachers dominated the important meeting. They asserted the teachers' right to freedom of speech, press and assembly and "the right to support actively organized movements which they consider to be in their own and the public interest." They insisted that "the teacher's conduct outside the school should be subject only to such controls as those to which other responsible citizens are subjected." They objected to "the sudden singling out of teachers to take an oath of allegiance" as a means of intimidation "which can be used to destroy the right of academic freedom." They asserted their right to organize and hold their positions through permanent tenure.

Their social program was equally forthright. They urged unemployment insurance for all workers, including teachers; passage of the Child Labor Amendment; scientific tax laws to spread the burden of education costs more equitably; a law prohibiting profits on the manufacture and sale of munitions.

"War is the greatest menace to civilization," they declared. "Children should be taught the truth about war and its costs in human life and ideals and in material wealth."

They asked for a direct federal grant of $500,000,000 for aid to the public schools, but insisted that "this grant shall not entail any federal control of schools." The "control and the organization of education are state functions."

Public education, its plant, its curricula and its ideals, need a lot of reforming. But the rank and file of American teachers appear to be catching up with their time.

Education - 1934

Discussions.

Hampton Needs Evolution

THANKS to missionary endeavor, supported by Northern money, and in a great many instances by Southern money and cooperation, we have a splendid group of colleges scattered from the mythical Mason and Dixon line to lower Texas. Of the group, Hampton Institute is one of the better equipped, better endowed, and has exerted a wide influence.

Journal and guide
5-5-34
Negro Life

In the course of his anniversary address at Hampton on April 27th, Dr. CHARLES T. LORAM, Sterling Professor in the Graduate School and Chairman of the Department of Race Relations at Yale University, who, with other educators, had made a study of our colleges, classified them geographically and as to policy as representing the Northern South, the Marginal South, and the Deep South. All needed some adjustments to bring them in line to meet the needs of the times, but he spoke of Howard, in the Northern South as having "set its compass well and truly," its work in Negro history, literature and art, having won for it "national, and even international reputation", while Tuskegee, in the Deep South, "with a Negro population still struggling with the primary problems of health, agriculture and small farm industry, seemed . . . to be entirely wise in following closely the ideals set up for it by . . . . BOOKER T. WASHINGTON and carried on so ably by ROBERT R. MOTON, and his associates."



PRESIDENT HOWE

Of Hampton, which he placed in the Marginal South, he was not so sanguine. Like Fisk it is too far North to be concerned primarily with "purely Negro problems," yet too far South to "be able to neglect those problems." They must face both ways. They have their problem of race. He and his associates had found that it was in the Marginal South that they were confronted with the question if the race situation was not being realized most acutely, and concluded:

"Here seems to be a clear issue for the Negro college: the thorough, scientific, and, if possible, unemotional study of the problems that arise when groups of different racial stocks and more or less remotely different cultural background come in contact with one another, and have to work out a way of living together—the kind of study our group was attempting at Yale University, and the kind of study which should be undertaken even more by the white schools and colleges of the South, for

> "The toad beneath the harrow knows
> Exactly where each pickpoint goes;
> The butterfly beside the road
> Preaches contentment to the toad."

And speaking directly to Hampton, and Fisk, and incidentally to Talladega and Atlanta, which he classed as being geographically in the Deep South, but educationally in the Marginal South, Dr. LORAM said: "The privately endowed Negro college needs a carefully selected faculty composed of men and women, irrespective of race, color or creed, fired with enthusiasm for their projects, and given an opportunity to work out these projects under sympathetic direction and after mutual consultation."

* * * *

OMITTING, for the purposes of this discussion, Fisk University, or the other institutions classed by Dr. LORAM as being educationally in the Marginal South, it is difficult to envision enthusiasm, freedom of thought and action, or sympathetic direction under the present set-up at Hampton. That is to say that Dr. LORAM very frankly, if tactfully, revaled to Hampton, that having trained leaders and teachers of the Negro race for over sixty years, having inculcated in them the ideals of self-respect, it is time that Hampton evidenced in a more substantial way its faith in what it is doing.

When General ARMSTRONG founded Hampton immediately after the civil war he was motivated by the missionary spirit. So were those who worked with him. To them utter selflessness was a fact, and social ostracism on account of their labors meant nothing. Gradually, under ARMSTRONG'S successors this idealism has been changed to benevolent paternalism. Today it may be said that with few exceptions, those who work at Hampton are there because they are professionally or vocationally trained for administrative work or teaching. The inspiration is economic. The sources from which the college derives its support have failed to realize that the very thing that Hampton has been doing has made it impossible to further operate successfully under the methods now employed.

For sixty-odd years Hampton has been turning out graduates. Many of these have pursued higher courses in other schools, followed by graduate work in the best universities in America. Similarly, graduates of Howard, Fisk, Lincoln, Talladega, Atlanta, Tuskegee, Morehouse, Shaw and other colleges have qualified themselves. Many have achieved distinction in the field of education. But when Hampton picked a principal for its high school—which, by the way, not only does the college's practice work, but the city work—Hampton chose a white man, with no previous experience as a teacher or administrator of a Negro school.

Hampton is, of course, a privately endowed and supported college and after all, those who pay the fiddler have a right to name the music. But if those who gave the money that represents the endowment of Hampton, and of other schools in the Marginal South were investing in Negro leadership, in manhood and womanhood, in self reliance, or laying a foundation for Negro self-containment, they would find by an examination of their investments—an examination as carefully made as that of Dr. LORAM and his associates—that these investments have missed many of the processes of evolution that are carrying similar investments successfully through our rapidly changing social order.

RALEIGH, N. C.
NEWS OBSERVER

MAY 7 - 1934

Low Standards

On the basis of the latest figures available the Office of Education of the United States Department of the Interior reports that the annual expenditure per Negro pupil enrolled in the schools of 11 Southern states was $12.57. In the same states the average expenditure per white child was $44.31. As remarkable as is this difference it does not merely mean that Southern States provide far better education for white children than for Negro children; it means rather that the education of all is pulled down toward the level of education which these States provided for their Negro children. In the nation as a whole the people spent an average of $99 per pupil enrolled, or more than twice as much as the South spent on the education of the white children of the South. In education, in wages, in housing conditions and in other phases of its life the South is slowly learning that a low standard at the base of society means a low standard through the whole of that society.

Raleigh, N. C., News & Observer
January 24, 1934

AN ANSWER TO A QUESTION

Dr. Edgar W. Knight, professor of education at the University of North Carolina, answers without qualification the question recently raised as to what was the matter with North Carolina, in an essay on Southern education, which he wrote before that question was raised, but not before it was apparent to every thinking person that something was wrong.

Dr. Knight, writing on the problems of education in the South, put both indignation and scholarship into his discussion. He said:

> Disguise the truth as we may, throw the blame wherever we will, on the twin calamities of the Civil War and the tragic era of Reconstruction, on the predominantly rural character of the South, on the presence of the Negro, on a real or fancied poverty, on the climate—that is, on geography and therefore on God—no matter how we seek to excuse our deficiencies, these remain obvious to even the most casual observer. And whatever the cause of the backwardness of the South in education, the affliction itself stifles industry, represses effort, discourages enterprise, weakens the desire for excellence, and makes us satisfied with second-rate achievements.
>
> The typical professional Southerner exhibits almost a morbid sensitiveness to just criticism of the South. But the educational deficiencies themselves and not reports of them, as some Southerners complain, now defame the region. We need to quit grumbling about the Civil War, the Negro, the Republican party, and the boll weevil, or the depression, as dire as these afflictions were and are. The South can attain to national standards in education, in industry, and in other phases of life. But it must first face squarely its shortcomings, strive more mightily to demonstrate the quality and the quantity of its educational facilities by testing them comparatively with the best that other states possess, establish the habit of intelligent self-criticism, and use more fully its material resources to increase its educational resources. Otherwise, the South will continue to lag and to permit the heavy taxation of provincial prejudice and false pride which is now levied and collected at so many points in that section.

As an educator, Dr. Knight naturally place the emphasis upon the need for better educational facilities. In other phases of Southern advance against ignorance, poverty and injustice, however, it is quite as important that the South and North Carolina throw away their excuses and give their minds wholly to the

means forward. The very difficulties and deficiencies of the past and present make it imperative that they be not perpetuated by a South continuing in the false pride and almost perverse poverty of the past.

Charlotte, N. C. Observer
June 6, 1934

NEGRO AND EDUCATION.

THE question of the rights of the Negro race to educational advantages, public school, college or university, has been outlived in the South. Discussion that is intelligent centers now upon the advisability or it, if not the necessity of it.

In this community, the seat of one of the higher educational institutions for this race, the attitude of the superior race has changed within a life-time from one of incredulity to one of positive confidence in the worth-while nature of full educational advantage.

One needs to live within the environs of such a college to appreciate its social and economic values as well as to understand the high and essential place it has in the modern educational scheme.

In such communities where colleges for the Negro race are planted and are being maintained, it is noteworthy that there is between the two races a mutuality of feeling and a cordiality of relationships which makes for social and racial co-operation and peace.

One here can glimpse the practical merits of collegiate education for the Negroes, how, instead of prompting friction and irritability, there grows up a sympathy and a reciprocal respect and that this, in turn, tends to discourage those unfriendlinesses and those prejudices likely to develop where this influence is not felt.

The case for the education of the Negro has been validated. We accept it today with complacency not only, but with popular interest and acclaim.

If there were those who in the years ago approached this issue to scorn and to scoff, they have left it to praise and to commend.

For nothing so establishes the reasonableness nor so verifies the popular acceptance of education for Negroes as a social and industrial necessity as the record of progress that has been made in this field within virtually the last half century.

If we were to run back to 1866, the year which marked the inception of the new freedom for the Negro race, we are to discover that 90 per cent were illiterate.

There were then out of the entire Negro population of America only 100,000 children in school.

In 1930, the last year for which there is official record, there were 2,288,000 in school.

In 1866 the annual expenditure for all the educational advantages furnished this race was only $700,000.

In 1930, America expended $50,000,000 upon Negro education.

Since 1866, the number of Negro colleges has increased from 31 to 77, the number of students enrolled in these colleges has run up from 2,243 to 13,860, a gain of 550 per cent.

There is no way to measure the gains that have come to this race by virtue of the increased educational advantage, the gains in intellectual leadership, the gains in scholarship, the gains in all of those dynamic energies with which education possesses a human spirit.

It is an intriguing circumstance that virtually as many Negroes received the bachelor of arts degree this single year of 1934 as had altogether earned this distinction up to 1900.

And a further fascinating fact is found in the late editions of "Who's Who in America" which contains the names of more than 100 Negroes who have achieved distinction and made their world better because of their personal contributions to its progress and development.

And North Carolina, while achieving less in this field than its opportunities and its duties demand, stands out, nevertheless, as having developed a unique interest in the cause of Negro education.

It has erected more school houses for them than any other Southern State, from the Rosenwald Fund, and it abounds in institutions of higher learning comparable with those of the greatest prestige and the finest advantages that are to be found in the entire South.

From taxation sources and from private endowments, North Carolina has exhibited its friendly and sympathetic interest for the cause of public and collegiate education for its negro citizens and in any comprehensive plan for enlargement of its instructional services they will continue to be included in the programs of future development.

SCHOOLS DEMAND ATTENTION.

In a recent address to University of Georgia students, Dr. Gordon G. Singleton, director of information and statistics of the Georgia educational department, declared that Georgia had some of the best and some of the poorest schools in the nation, and urged the adoption of an educational program that would include a reconstructed curriculum, able and well-trained teachers, a nine-month school term for every child in Georgia and a financial program that will guarantee that these ends may be provided.

Going into statistics regarding the inadequacy of school terms, Dr. Singleton said that last year 688 children were enrolled in schools that had a term of only 60 days; 65,311 white and 143,350 negro children were enrolled in schools having a term of six months or less, while 198,635 white and 186,320 negro children attended schools having less than a nine-month term.

Going into the matter of the teachers who are in charge of the children in these schools, he stated that there are 905 white and 2,747 negro teachers in Georgia who do not hold state certificates, which means that they are teaching under a county license, presumably because they cannot qualify for state certificates, and, in most instances, they are teaching in the schools which have such very short terms.

The deplorable lack of money for financing the operation of the rural schools is shown in the fact that many white teachers receive only $200 per year, while there are many instances where the pay is less than $150.

And even with these small salaries there are many instances where the teachers are not paid, but continue teaching for merely board and room. Dr. Singleton pointed out that while the NRA had operated to increase the wages of many in industrial pursuits, nothing whatever had been done for the teachers, who were paying the most severe penalty of all classes of workers in order to keep the schools in operation.

In many of the small counties the taxes are not sufficient to bear the expense of school operation, and the funds from the state are totally lacking to make up the deficit.

This is a severe arraignment against the multiplicity of small counties in Georgia. The courthouse politicians "get theirs," but when it comes to providing adequate schoolhouses, with competent teachers to operate a full nine-month term in educating the children of the county—the money is all gone.

A meeting of distinguished citizens was recently held in Macon when an organization was formed to provide additional revenue for the schools, so that the undesirable educational condition could be corrected and the equality of educational opportunity be realized.

The task before them is one of the most important that confronts the state, and if funds for schools cannot be provided out of state funds, then the move should be made for county mergers that will eliminate useless overhead in political salaries, the keeping up of unnecessary courthouses, and divert the savings into better school facilities and reasonable pay to teachers.

Atlanta, Ga. Constitution
July 2, 1934

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Education—1934

Discussion.

Educational and Religious Bureau.

Rocky Mount, N. C., Telegram
October 19, 1934

NEGRO MINISTER GIVES TALK HERE ON SUNDAY

Battle to Be Heard at Mount Zion Baptist Church

Rev. J. D. Battle, of the Educational and Religious bureau of Washington, D. C., has arrived in this city, and has begun preparations for a public meeting Sunday, October 21, at the Mount Zion Baptist church here. He will make an address at this meeting Sunday.

Rev. Mr. Battle, national chaplain of the bureau, will speak on behalf of his group which has as some of its cardinal aims that "it is very fitting therefore for the Negro to remember and to understand that it took the white man 5,000 years to arrive at his present standing in the world," and "265 years ago he brought the Negro from a savage and heathen state to his present standing in the world." So "let us be patient and not hasty, lay down undue suspicion and become self-controlling, respect everybody and practice to the greatest degree politeness and gratefulness to every man, and God and angels will bless us."

The organization, which was organized several decades ago, has Bishop Joseph J. Higgs, D. D., as its founder. His office is located in Washington also.

Other important principles of the Modern Educational and Religious bureau include the following: the southern white man is the friend of the Negro, and the South is the natural home of the Negro; the stay of the Negro with the white man has resulted in "education, refinement, prosperous and desirable citizenship."

If it is true that the Negro race has outstripped any dark race in the world in so short a time, the race owes it to the white man, according to this bureau.

Education - 1934

Discussion.

Educational Seminar

B. W. I. EDUCATORS ARRIVE IN BOSTON

Will Attend Educational Seminar at Yale Univ.

A mixed group of educators arrived in Boston this week on the Lady Nelson from the British West Indies. They are in this country as guests of the Rockefeller Institute to participate in the Fourth annual summer Seminar in Education at Yale University, New Haven, Ct. The topic will be "Educational and Cultural Contacts."

Nearly all of the islands of the Lesser Antilles were represented as well as British Guiana. The educators are:

Grenada: W. M. A. Jones, B. A., Director of Education; C. S. Sylvester, ACP. MIH., Principal St. David's R. C. School.

Barbadoes: N. Greenhalgh, Inspector of Schools; Miss L. Brown, principal Girls' High School; C. T. Phillips, principal Bay St. Boys School.

British Guiana: R. S. Ducker, A.B., Inspector of Schools; A. A. Banister. Assistant.

Trinidad: Capt. J. B. Cutteridge, O.B.E., ACP., FRGS., Director of Education; J. E. Clark, Inspector of Schools; Capt. E. W. Daniel, principal of Teachers Training College.

St. Lucia: Capt. T. Rochfort-Wade,, A. B., Inspector of Schools.

St. Vincent: Rev. W. H. Richards, Principal Community School.

Dominica: H. W. Stokes, B. S., principal of the Grammar School.

Montserrat: H. G. Carrington, principal of the Grammar School.

At the seminar others from Jamaica, Porto Rico and the Virgin Islands will be present.

An interesting visitor is Mr. Sylvester, who is master of the St. David School, Grenada. Under the guidance of C. Hilton Greene of the Greene Travel Service, he was shown historic places in the city on Wednesday and Thrsday. His school has an average attendance of 450 children, and is located on the principal island of the Grenadines. He informed us that the population of the island is 77,000, and one of its chief exports is the nutmeg. He is an Associate of the College of Preceptors of London, and a Member of the Institute of Hygiene.

The group will return to the West Indies in September.

Columbia, S. C. Record
July 22, 1934

TWO S. C. MEN ATTEND EDUCATION CONFERENCE

J. B. Felton and W. A. Schiffley, state agents for negro schools with the department of education, will leave tomorrow for Yale university, where they will attend the fourth summer seminar in education under the graduate school of education from July 30 to September 8.

Mr. Schiffley will be accompanied by his wife, and Mr. Felton by his wife and three daughters, the Misses Theodora, Emmie and Margaret Felton.

All men in charge of negro education in the 13 Southern states will be among the 100 who are allowed to attend the seminar. Though the number of students is limited to 100, the faculty will include leading authorities on negro education from all parts of the world.

The general topic of study will be "Education and Culture Contacts."

Education - 1937

Discussions.

International Student Congress Against War and Fascism.

HOWARD STUDENT SAILS FOR BELGIUM

Lyonel C. Florant, a junior at Howard University, sailed last week for Brussels, Belgium to represent the Liberal Student Club of the university, at the International Student Congress Against War and Fascism, which will convene December 29. The Congress was called by the World Committee of Students Against War and Fascism, which is represented in the United States by the American Committee for International Student Congress Against War and Fascism, 112 East 19th Street, New York City.

Mr. Florant is a member of the America n Student Delegation which comprises representatives from colleges and universities from all parts of the United States. The funds necessary to finance his trip to the congress were collected by the Liberal Student Club of Howard University from persons interested in having Negro students represented at the meetings.

The following persons contributed to the fund: Mrs. Elmhirst's committee, of New York City; Mrs. Motty Eitingon, of New York City; A. E. O. Munsell, of New York City; Oswald Garrison Villard, of New York City; Joel E. Spingarn, of New York City; Mrs. Mary McLeod Bethune, Daytona Beach, Fla.; Arthur Spingarn, of New York City; Mrs. Margaret Lamont of New York City; Mrs. Charlotte Hawkins Brown, of Sedalia, N.C.; Mrs. Harold B. Stabler, of Washington, and Arthur Logan, of the Atlanta University.

National Conference on Fundamental Problems in the Education of Negroes.

Education—1934

Discussions

Day of Selfishness Is Over. The Day of Working Together Has Come. Same Opportunities Must Be for Every Child. We Go Ahead Together or We Go Down Together.

(Address by Mrs. Franklin D. Roosevelt, Friday, May 11, Before the National Conference on Fundamental Problems in the Education of Negroes, in Washington)

Mr. Chairman, Dr. Zook, Ladies and Gentlemen: It is a great pleasure for me to be with you this morning because I am following with interest all that you are doing in this conference.

I noticed in the papers this morning the figures given of the cost in certain states per capita for the education of a colored child and of a white child, and I could not help but think as I read that item how stupid we are in some ways, for of course in any democracy the one important thing is to see as far as possible that every child receives at least the best education that that child is able to assimilate (Applause.)

Needs Are Different

Now that does not mean that education should not vary in different communities, because we all know that the needs of some communities are different from the needs of others, just as we know that some individuals (and this is not confined to any race) need a different type of education from others, and we should really bend our energies now, with our better knowledge of education, to giving to children the opportunity to develop their gifts, whatever they may be, to the best that is in them.

We cannot all become geniuses, we cannot all reach the same level, but we can at least have the opportunity to do the best we can with what the Lord has given us.

We Have Been Slow

I feel that while we have been fortunate in this country in having many fine men and women interested in the education of the colored race, we have also been slow, many of us who are of the white race, in realizing how important not only to your race it is, but how important to our race that you should have the best educational advantages.

The menace today to a democracy is unthinking action, action which comes from people who are illiterate, who are unable to understand what is happening in the world at large, what is happening in their own country, and who therefore act without really having any knowledge of their actions, and that is the thing that we, whatever our race is, should be guarding against today.

Many Without Opportunity

There are many people in this country, many white people, who have not had the opportunity for education that they should have in this country, and there are also many colored people who have not had the opportunity that they should have in this country, but those two things should go side by side and the same opportunities should be accorded to every child regardless of race or creed.

Of course, I feel that this should be done because of our intelligent interest in children, but if we have to put it on a self-interest basis, then it should be done for the preservation of the best that is in the ideals of this country, because you can have no part of your population which is beaten down and expect the rest of the country not to have some results from the big groups that are the underprivileged groups.

Lowers Standard of Living

That is so of our groups of white people and it is so of our underprivileged groups of colored peple. It lowers the standard of living. Wherever the standard of education is low, the standard of living is low, and it is for our own preservation in order that our whole country may live up to the ideals and to the intentions which brought our forefathers to this country, that we are interested today in seeing that education is really universal throughout the country.

I Know the Facts

Now I know what the facts are today, and I know that you know them. I know that in many communities people have been so badly off that they have not been able to keep up schools and pay teachers and do the things that should be done for the children of this generation.

I think the Federal government is trying to help in every way that it can in the crisis, but I think we have to go further back than the present crisis and realize that even before we had the depression there were people in this country who did not realize that not giving equal opportunity to all children for education was really a menace.

It was felt that possibly it was better not to educate people to want more than they were at that time getting, and the thought which goes a little beyond that was dormant in a great many places, the thought which makes us realize that to deny any part of a population the opportunities for more enjoyment in life, even if it means that in some places there is not quite so much concentrated wealth, even if it means that some of us have got to learn to be a little more unselfish about sharing what we have than we have been in the past, deprives the whole nation.

Think It Through

We have got to think it through and realize that in the end all of us, the country over, will gain if we have a uniformly educated people. That is to say, if everywhere every child has the opportunity to gain as much knowledge as his ability will allow him to gain, because we know that there are in every race certain gifts and therefore the people of the different races will naturally want to develop those gifts.

If they are denied the opportunity to do so, they will always feel a frustration in their lives and a certain resentment against the people who have denied them this opportunity for self-expression.

We Have Gifts

I believe that the colored race has tremendous gifts to bring to this country in the way of artistic development.

I think things come by nature to many of them that we have to acquire, such as an appreciation of art and of music and of rhythm, which we really have to gain very often through education.

I think that those things should be utilized for the good of the whole nation, that you should be allowed and helped to make your greatest contribution along the lines that you want and that give you joy. And therefore I am very happy to see this conference, and I have the hope that out of it will come a realization not only to you who are here, that we as a democracy in these times must be able to grasp our problems, must have sufficient general education to know not only what our difficulties are but what the things are that the government is trying to do to help us meet those difficulties.

Day of Selfishness Over

Without that ability in our people and without the willingness to sacrifice on the part of the people as a whole, in order that the younger generation may develop this ability, I think we have harder times ahead of us than we have had in the past.

I think the day of selfishness is over; the day of really working together has come, and we must learn to work together, all of us, regardless of race or creed or color; we must wipe out the feeling that grows up wherever we find it of intolerance, of belief that any one group can go ahead alone.

We go ahead together or we go down together, and so may you profit now and for the future by all that you do in this conference. (Applause.)

SOUTH TERMED LAX IN NEGRO EDUCATION

WASHINGTON, May 10.—(AP)—Praise for the southern states because they spend a larger share of their revenues for education than the national average, but criticism because less is spent proportionately for negro children, was offered today by a committee of the National Conference on Education of Negroes.

The committee, headed by Dr. Fred McCuiston, of Nashville, Tenn., reported "it is apparent that the southern states are not able to provide public education for all children on an equal basis with the other sections of the country."

Observing that if southern children were to have educational advantages equal to those of other sections, "special" support must be provided, the committee observed that "any federal funds which are or may be made available for public education in the south should be so distributed as to guarantee there will be no discrimination. . . ."

The average percentage of all tax collections that went to schools of 14 southern states in 1930 was 41.3 per cent, as compared with 40.2 per cent for the nation as a whole.

PITTSBURGH, PA.
PRESS

MAY 11 1934

THE DOUBLE STANDARD

DISQUIETING is a report by the office of education to the National Conference on Negro Education, now being held in Washington. According to this report:—

Approximately 1,000,000 Negro boys and girls of school age are not in school;

Nearly one-third of all Negro pupils in rural schools never go beyond the first grade;

Illiteracy in 17 Southern states and the District of Columbia is 16.3 per cent, compared with 1.5 per cent among whites;

Nearly 40 per cent of rural Negro schools provide only benches, without desks, for pupils; 11 Southern states spend an average of $12.57 for educating a Negro pupil, $44.31 for a white child; in 15 states 230 counties provide no high school facilities for Negro children; salaries of white rural teachers average $945, for Negro teachers, $388; at least 30,000 more Negro teachers are needed.

"Grave as conditions are which statistics disclose, we know the Negro education problem is much more serious than the facts available reveal," said Dr. Ambrose Caliver, specialist on Negro education. "The depression has erased much progress that had been made."

Lincoln said the Republic cannot exist half-slave and half-free. No more can it exist half-ignorant and half-enlightened.

Knoxville, Tenn., News-Sentinel
May 10, 1934

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National Conference on Fundamental Problems in the Education of Negroes.

6

Discussions.

NO COLLEGE HAS ADEQUATE PLANT EDUCATOR SAYS

Tells D.C. Conference That Colored Schools Have Many Lacks.

RATES THEM AS HIGH SCHOOLS

Says Almost All Are Unaccredited

WASHINGTON—In his preliminary report made to the committee on collegiate education of the national education conference, Thursday afternoon, in the auditorium of the Interior Department building, David A. Lane, chairman, said that it is literally true that not a single college or university for colored people in America has an adequate physical plant, adequate scientific equipment, or a completely adequate library.

Improvement Seen

He added that improvements in all these respects have been rapid within recent years and that philanthropic foundations are now concentrating upon certain educational centers, in order that institutions of the highest type, in every respect, may be developed.

The report states further that out of approximately 120 institutions offering two or more years of college work, 16 of them are fully accredited by regional associations, and only one, Fisk University, is on the approved list of the Association of American Universities, having won that distinction last year.

Eastern Colleges Liberal

It must be concluded, Dean Lane said, that the colored college, in the main, is an unaccredited college, although Eastern universities have been liberal in admitting graduates on the basis of individual student ability.

Approximately 25 per cent of these colleges, the report continues are publicly supported. Howard University is partly subsidized by Federal funds, and the remaining 75 per cent are operated under denominational or private auspices.

Total Enrollment 38,000

The total enrollment in these colleges, according to the report, including graduate, undergraduate and professional schools, is approximately 38,000, divided equally between public and private institutions.

"They are small colleges in the main," Mr. Lane stated. "In the opinion of many persons, many of them are too small to justify themselves, although we have recently been cautioned wisely by the editor of the Journal of Negro Education that we do not yet know how large a college should be in order to justify its existence."

Dean Lane continued, in part:

"The colloge for colored students, is, in the first place, a segregated institution, attempting to serve the educational needs of a segregated people of generally low economic status.

"Its student body comes to it, for the most part, through a segregated elementary school and a segregated high school, that have offered a poor or inadequate foundation, as judged by American standards.

Have Few Ph.D.'s

"When it is noted that approximately only 88 colored men have held the degree of doctor of philosophy, and probably less than 2.000 now hodl the degree of master of arts, it is seen that the problem of obtaining satisfactory-trained faculties for the 120 colleges for colored people is likewise acute.

"The college for colored students is in general a young college, still in an early transition stage. Lincoln University in Pennsylvania, the first one founded, was not chartered until 1854, only eighty years ago and over 200 years after the founding of Harvard University.

"The college for colered people is thus an 80-year growth at the longest, while the American college in general is a product of 300 years of growth.

"When it is noted that the student bodies of these colleges, in the main, are unselected, it is not altogether inaccurate to say that these colleges, with notable exceptions, are even now not far past the transition stage between high school and college."

MRS. ROOSEVELT PLEADS FOR EQUAL EDUCATION AT WASHINGTON CONFAB

Low Schooling Cost For Students In 11 Southern States Called "Stupid" By First Lady of Land.

By DUTTON FERGUSON
Staff Correspondent

WASHINGTON, May 17—Mrs. Franklin D. Roosevelt's brief but pointed address made last Friday morning at 10:30 o'clock in the main auditorium of the Department of Commerce building marked the high-point of the National Conference on Fundamental Problems in the Education of Negroes.

Arriving at the $17,500,000 Commerce building, where most of the general sessions of the educational conferences were held, Mrs. Roosevelt, wife of the President of the United States, alighted from one of the sleek, official White House town-cars, having chauffeur and footman, and entered the great main lobby of the building. An escort of Dunbar, Armstrong and Cardozo High School cadet officers, under the direction of Colonel Harry O. Atwood and Captain Arthur C. Newman, met the guest-speaker of the conference and accompanied her to the platform of the auditorium.

An increasing thunder of applause greeted Mrs. Roosevelt as she walked up the north side aisle of the assembly hall packed with over a 1,000 delegates and followers of education among colored Americans. Time after time the First Lady of the Land, wreathed in her characteristically warm smiles, waved informally to the assemblage as she walked under escort to the platform.

For the occasion, the wife of the President was dressed in a dark blue business dress, having white collar and cuffs. She wore a smart dark blue hat having a white ribbon band tied in a bow where the hat turned up in the back. White gloves and low-heeled black shoes completed her outfit.

Dr. Johnson Announces Arrival

Dr. Mordecai W. Johnson, president of Howard University, who presided over the second general session of the National Conference on Negro Education, announced the arrival of Mrs. Roosevelt over the red and blue networks of the National Broadcasting Company to the nation's thousands of listeners. Dr. George F. Zook, white, United States Commissioner of Education, was introduced to the vast audience by Dr. Johnson. The Commissioner in turn presented Mrs. Roosevelt.

In sharp contrast to Dr. Zook's introduction, which included a statement regarding the interest of white citizens in "you people," the wife of the President of the United States predicted that "we shall all go down together unless we go ahead together."

At the outset of her impressive speech, Mrs. Roosevelt cited statistics in eleven Southern states, where the cost of education in 1930 was $35.42 per pupil, but with colored children at an average cost of only $12.57 each.

"Best Education" for Each Child

Of this unequal education reported, the First Lady of the Land said:

"When I read those figures, I couldn't help but think how stupid we are in some ways, for, of course, in any democracy we must see that every child receives the best education he can assimilate."

Vigorous applause greeted this statement, and she continued:

"We cannot all become geniuses. We cannot all reach the same level; but we can at least have the oportunity to do the best we can with what the Lord has given us."

The President's wife warned that "harder times than we have already suffered are ahead of us," unless the nation is given sufficient education to understand what our difficulties are and what the Government is trying to do to help us out of them.

"I think the day of selfishness is over," she said. "The day of working together has come."

"We must learn to work together — aall of us regardless of race, creed or color. We must wipe out the feeling of intolerance whenever we find it—of belief that any othe rgroup can go ahead alone.

"We go ahead together or we go down together," said Mrs. Roosevelt.

Pleads for "Beaten Down" Groups

Continued the First Lady of the Land, "if any part of the population is beaten down the rest of the nation must expect to feel the results of that condiion.

"That is true of our underprivileged groups of white people, and also true of our underprivileged groups of Negro people. The standard of living is lowered whenever the standard of education is low."

Mrs. Roosevelt charged that before the depression there was a definite feeling on the part of certain people that possibly it was better not to educate people to want more than they were getting."

"We must not deny any segment of the population the opportunity for more enjoyment in life, even if it means that in some places there is not quite so much concentrated wealth."

The President's wife pointed to the artistic gifts of the colored American citizens as being worthy of development to their fullest extent. She urged this development that these gifts might be 'utilized for the good of the nation.'

"I am happy," concluded Mrs. Roosevelt, "to see this conference

and I hope all the people have the realization that we, as a democracy, must be able to grasp the problems facing us and what the Government is doing to aid them. We must all be willing to move ahead by a willingness to sacrifice."

Greets Mrs. Bethune

Music by the Women's Glee Club of Howard University under the direction of Miss Louise C. Burge with Miss Mattie L. Coleman, pianist, completed the morning program.

Immediately following the final selection by the Glee club, Mrs. Roosevelt rushed over to Mrs. Mary McLeod Bethune, president of the Bethune-Cookman College, Daytona Beach, Fla., with a gracious smile and hand extended in greeting. Dr. Mordecai W. Johnson, president of Howard University; Dr. Ambrose Caliver, senior specialist in education of colored Americans, and other persons occupying the platform in the Commerce Department auditorium were greeted by the First Lady of the Land amid the thunder of applause, which brought every delegate and visitor to their feet.

Following brief, informal talks the wife of the President of the United States was escorted to her official car by Dr. George F. Zook and the senior high school cadets in honor guard formation. After exchanging formalities with the United States Commissioner of Education, Mrs. Roosevelt stepped into the White House town-car, waved to the many delegates who appeared on the plaza-stair entrance of the building, and was swiftly driven off without the usual Presidential motorcycle police guard.

1029 Delegates Attend National Education Meet

WASHINGTON. — The following is a partial list of the delegates who attended the National Conference on Problems in Education of the Colored Race, which convened here on the call of the Secretary of the Interior, May 9-12:

PENNSYLVANIA

C. L. Waddleton, J. H. N. Waring, Jr., Miss Reginia Thomas, John E. Thomas, S. Strickland, Miss Ehrleon D. Parks, R. W. McGranahan, Eleanor Malkel, Robert M. Labaree, Raymond A. Lemon, J. Newton Hill,

Leslie Pinckney Arthur Fauset, Addie W. Dickerson, Tanner G. Duckrey, James Duckrey, Marie S. Chase, Cleo W. Blackburn, J. H. Bradford, Josephine B. Brown, and Miss Sarah Brown.

SOUTH CAROLINA

Noah Williams, W. A. Schirling, J. Andrew Simmons, Abram Sumpson, J. J. Stucks, I. D. Pinson, Flora Nesmith, Joseph H. Montgomery, Roswell W. Madden, Mrs. Joyce Jenkins, Mrs. D. K. Jenkins, C. A. Johnson,

Miss Beulah E. Graham, Mrs. Ida E. Green, J. B. Felton, E. House Fitchett, John P. Burgess, H. H. Butler, William H. Bell, J. E. Blanton and Mrs. Alice Anderson.

DELAWARE

W. B. Thornburgh, Gregory H. Stewart, J. B. Redding, J. H. Robinson, Robert B. Jefferson, George A. Johnson, R. S. Crossley and Martin C. Bailey.

NORTH CAROLINA

Percy Young, Mrs. Lelia B. Yancey, J. K. Wheeler, S. D. Williams, F. D. White, G. R. Whitfield, James T. Taylor, W. J. Trent, H. L. Trigg, Mamie L. Turner, F. M. Staley, James E. Shepard, C. C. Spaulding, Mrs. M. Norma Snipes.

W. Napoleon Rivers, Miss C. S. Rhone, Florita H. Pritchard, Mrs. Mary Peacock Douglas, W. G. Pearson, William Stuart Nelson, W. C. Newbold, Maud C. Newberry, Mrs. H. L. McCrorey, Mrs. J. L. Maxwell, Mrs. Susie E. Miles,

John W. Mitchell, T. E. McKinney, Maude E. Mitchell, Lucy James, David D. Jones, D. M. Jarnagin, R. S. Holliday, Mrs. Mary C. Holliday, Nelson H. Harris, Mrs. Ethel T. Haywood, Warmoth T. Gibbs, Alfonso Elder,

Mrs. Eva Burrell Holmes, Mrs. Winfred E. Davis, Dr. I. O. Davis, J. E. Cheek, Charlotte Hawkins Brown, Miss Ada Battle, B. A. Binanchi, J. H. Bias, F. D. Sanford, Henrietta Bonaparte, Joseph O. Bowman, Mrs. Rose D. Aggrey, H. L. McCrorey.

FLORIDA

G. T. Wigigns, E. P. Southall, Joseph H. Reason, B. L. Perry, J. R. E. Lee, A. L. Kidd, Pearl O. Johnson, Henry Grillo, James A. Espy, Mrs. L. C. Evans, N. W. Collier, Mrs. Mary McLeod Bethune, Fred L. Allen, and Mamie Black.

TENNESSEE

Mrs. W. P. Ware, William P. Ware, Jr., S. L. Smith, Elsie Shaw, Margaret Reynolds, B. Highly Payne, Mrs. B. H. Payne, E. C. Paristian, R. H. Neville,

Shelliet T. Northcutt, Fred McCuistian, John J. Mullowney, W. A. Lynch, W. W. Seavell, H. Liston, J. F. Lane, Thomas E. Jones, Charles S. Johnson, L. Wade Jones, Mrs. Genevieve A. Fagala, Mrs. Albura H. Fagala, Mrs. Susie Brown Farrar, J. Herman Davies,

Merl R. Eppre, T. R. Davis, Mrs. A. L. Demond, Lucie E. Campbell, S. L. Cecil, R. A. Bradley, Alger V. Boswell, J. L. Boyd, Horace M. Bond, Mrs. Prudence G. Allison, Mrs. Fannie Dobbins and Mrs. B. Boyle.

MARYLAND

Lillian R. Dotson, W. Llewellyn Wilson, Francis M. Wood, Mrs. Violet Hill Whyte, John O. Spencer, George B. Murphy, Sr., Clarence McLane Pendleton, Louise Miller, Nellie P. Moss, Norella S. Moore, K. J. Lane, L. S. James,

Juanita E. Jackson, Mrs. Rosa N. Hampton, Virginia B. Hall, Mason A. Hawkins, Mrs. Lovey E. Husketh, J. Walter Huffington, Adele H. Gray, C. George Grant, F. B. Fockler, Sarah Fernandis, Carrington L. Davis,

Mrs. Erma Bruce Davis, Vivian Cook, Alice Crawford, C. W. Corbin, Mrs. Dista H. Caldwell, Miles W. Connor, Jean Collier Brown, Jeannette Boyer and T. I. Brown,

NEW YORK

Frank T. Wilson, Walter White, Anne Whitney, Ben D. Wood, Milton M. Weston, J. E. Spingarn, Wilhelmena H. Simpson, Mary E. Smith, John H. Reisner, James Edward Rogers, Robert W. Patton,

George Foster Peabody, Franklin Nichols, Ethel M. Mealey, T. Harvey Burris, Wallace A. Battle, Geraldine Bennett, C. E. Bentley, V. E. Bullock, R. W. Bullock, Dorothy M. Coleman, Marion Cuthbert, Adelaide Charles, Eunice Carter,

Daniel P. Clarke, Franke Kelley, Mrs. Lucius R. Eastman,

Harry F. V. Edward, C. C. Guild, Marc A. Granbard, Rust A. S. Handy, Josephine P. Holmes, Wilhelmina Hamlin,

T. Arnold Hill, Mildred Jenkins, Marie Johnston, Thomas Jesse Jones, Lewis Miller, Geraldine Bennett, Ernest Attwell and William J. Burroughs.

WEST VIRGINIA

J. K. Wells, G. W. Whiting, Percy E. Terrill, William G. Sanders, J. S. Saundle, Julia Skinner, R. P. Sims, David A. Lane, Jr., Harry W. Greene, Daniel L. Ferguson, D. L. Ferguson,

John B. Elliott, J. C. Evans, Andrew H. Calloway, Herman G. Canady, Therester Coleman, Charles Burns, G. D. Brock, Leonard Barnett and Daniel W. Ambrose.

NEW JERSEY

Margaret E. Jones, J. Carroll Rooks, Charles E. Reid, Rosalie Marrow, Una E. Carmine, Eliazbeth Esdalie, William H. Johnson, R. B. Cunliffe, and Edward J. Bolden.

VIRGINIA

A. M. Walker, Mrs. Ruth Wings, Donald C. Wings, Minnie H. Watson, Charles H. Williams, T. C. Walker, William D. Gresham, Thomas W. Turner, Virginia R. Turner, Ollie W. Tinner, Y. H. Thomas, John Thornton,

Louis Shelter Branch, C. O. Smith, John N. C. Sindall, James H. Scott, O. M. Steward, Ian H. Ross, W. E. Riddick, A. G. Richardson, J. Alvin Russell, T. R. Parker, Robert Ogden Purves, L. F. Palmer, Robert M. Newton,

Julius F. Martin, Samuel W. Madden, Eva C. Mitchell, Mrs. Lucy M. Morrison, Sylvia Meanes, Virginia L. Murray, R. A. Lloyd, J. H. Johnston, Mrs. Etta P. Johnson, David G. Jacob, Edwin B. Henderson, Arthur Howe, Dorothy Hopson, W. N. P. Harris, Gordon B. Hancock,

Walter B. Hill, J. McN. Hunter, India Hamilton, John M. Gandy, C. Greer, Sadie M. Goode, Mary E. Gibson, Mary Carr Greer, Kenneth L. P. Evans, Donald F. Fenn, Wesley D. Elam,

Winston Douglass, D. N. Davidson, Robert P. Daniel, William J. Clark, Edna M. Colson, C. C. Cooke, William Cooper, J. W. Cromwell, Mamye Coleman, Florence R. Curtis, Rose Butler Browne,

L. T. Burwell, Walter Brown, Clara Bailey, Estelle R. Britton, William Anthony Aery, Melvin O. Alston and S. C. Abrams.

GEORGIA

Helen A. Whiting, Forrester B. Washington, Carrie V. Wilder, Emma Wilder, Ella A. Tackwood, W. G. Smith, Jeney Reeves, E. C. Peters, B. E. Mays, R. W. Moore, L. S. Molette, R. F. Lampkin, Willis J. King, Mrs. K. A. Jefferson, Frank S. Horne,

H. A. Hunt, Jr., Benjamin F. Hubert, H. A. Hunt, Mrs. H. A. Hunt, Kemper Harreld, John Hope, J. W. Holly, B. P. Harvey, Jr., R. W. Gadsen, W. A. Founlain, Jr., Miss Hattie V. Leger, Orville L. Davis,

J. C. Dixon, Mrs. Catherine Duncan, M. S. Davage, C. N. Cornell, R. L. Cousins, Walter R. Chivers, James R. Brawley, Mrs. Sarah Brown, Mrs. S. F. Brown, Jennie Dora Barker, Mrs. Jessie Ames Will W. Alexander and Arthur Raper.

MICHIGAN

C. C. Brewer.

School Income Figures for Fourteen Southern States

A summary of 1931 income for higher education in fourteen Southern states, as reported by the National Conference on the Education of Negroes, which met in Washington last week, follows:

	No. Colleges Reported	Church Sources	Public Sources	All other Sources	Total Income	Average Income
Private and Denom. Colleges	68	$1,200,242	$ 77,121*	$3,353,140	$4,629,503	$ 68,080
Public Colleges	33		3,565,473	1,122,728	4,688,261	142,060
Total	101	$1,202,242	$3,642,594	$4,474,928	$9,317,764	$ 92,245

* Twelve denominational and private colleges received some public funds.

The debt on the higher institutions was $2,878,615, including plant and equipment, unpaid teachers' salaries, deficits, etc.

The growth of endowment for colored colleges has been marked since 1915. Below is a summary of endowment, according to the various affiliations:

Type of School	Number of Schools Endowed	1934 Endowment
Independent	7	$23,856,587
Presbyterian	4	3,849,003
Baptist	11	1,794,998
Methodist Episcopal	10	1,247,354
Public	3	1,243,765
American Missionary Association	5	752,595
Episcopal	5	369,534
African Methodist Episcopal	2	63,921
African Methodist Episcopal Zion	1	46,500
Methodist Episcopal (Southern)	1	30,780
Colored Methodist Episcopal	1	5,000
Total	50	$33,260,027

COLUMBUS, O.
CITIZEN

MAY 10 1934

THE DOUBLE STANDARD

DISQUIETING is a report by the United States Office of Education to the National Conference on Negro Education, now being held in Washington. According to this report:

Approximately 1,000,000 Negro boys and girls of school age are not in school;

Nearly one-third of all Negro pupils in rural schools never go beyond the first grade;

Illiteracy in 17 southern states and the District of Columbia is 16.3 per cent, compared with 1.5 per cent among whites;

Nearly 40 per cent of rural Negro schools provide only benches, without desks, for pupils; 11 southern states spend an average of $12.57 for educating a Negro pupil, $44.31 for a white child; in 15 states 230 counties provide no high school facilities for Negro children; salaries of white rural teachers average $945, for Negro teachers, $388; at least 30,000 more Negro teachers are needed.

"Grave as conditions are which statistics disclose, we know the Negro education problem is much more serious than the facts available reveal," said Dr. Ambrose Caliver, specialist in Negro education. "The depression has erased much progress that had been made."

Lincoln said the republic cannot exist half-slave and half-free. No more can it exist half-ignorant and half-enlightened.

National Conference on Fundamental Problems in the Education of Negroes.

Education - 1934

Discussions.

DIXIE STATES UNABLE TO RAISE STANDARDS OF EDUCATION, UNITED STATES SURVEY SHOWS

Segregated System Is Hit by Report of Conference

WASHINGTON, D. C.—Fourteen states are making a greater effort to support public education, considering their per-capita wealth, than the average state. Despite this effort it would require more than $400,000,000 additional expenditures to bring outlays for education up to the national average. Furthermore, it would require approximately $400,000,000 additional expenditure to bring outlays for the education of Negro children up to the average for white children in these 14 states.

These facts are among the finding of the committee on financial support of the national conference on the education of Negroes called by Secretary Harold Ickes at the department of interior, Washington, D. C., May 9 to 12. Dr. Fred McCuiston of Nashville, Tenn., is chairman of the committee which has been studying the problem of financial support for Race schools for many months.

Following is a summary of findings of the committee and its conclusions:

Since 80 per cent of the 11,891,143 Negroes in the United States live in the 15 southern states where a separate school system is maintained, it follows that any study or consideration by the committee on support of Race education would deal primarily with this area. It was not possible for the committee to gather any particular facts regarding expenditures outside the South, though we have made a number of comparisons between sections and states.

According to the Blue Book of Southern Progress, there are only 12 states having a total per capita wealth of less than $2,000. All of these are in the South. Only Florida, Virginia, West Virginia and Maryland are above this minimum. The average wealth per capita in the South in 1930 was $1,785, as compared with $3,609 for the states outside the South.

The effort to support education, as measured by the per cent of all tax collections expended for schools, changes this picture considerably. Of the seven states expending less than 25 per cent of all state and local tax collections for education, only two are located in the South. The average expended by 14 southern states was 41.3 per cent as compared with 40.2 per cent for the country as a whole.

AMOUNTS OF PUBLIC SCHOOL REVENUE

According to the 1930 reports of 13 southern states, there was a total of $331,157,842 expended for the public schools. Forty per cent of this amount was contributed by local districts, 31 per cent from state sources, 28 per cent from county sources and .6 per cent from federal sources.

Dr. Paul R. Mort in his study, "State Support for Public Education," shows 11 states expended less than $15 per capita total population for education in 1930. All of these are southern states. The per capita expenditure in the several states ranged from $7.50 in Georgia to $36.88 in Nevada, with an average of $21.30 for the country as a whole. No southern state reached the average for the country.

Reports from 11 southern states for 1930 show an average expenditure per pupil of $35.42. However, when expenditures are separated into racial groups we see that there was an expenditure of $44.31 for each white pupil enrolled and $12.57 for each Race pupil enrolled. When these figures are compared with an expenditure of $99 per pupil in the United States as a whole, the inequalities are astonishing. A comparison of expenditures over a long period of time in the southern states shows similar inequalities have existed. For example, the expenditure for each white pupil enrolled in these southern states in 1910 was $9.45, while for each Race pupil it was $2.90. A check of long-time expenditures in South Carolina shows that in 1900, $4.06 was spent on each white child enrolled and $1.26 for each Race child. In North Carolina the amount was $2.27 for each white child and $1.68 for each Race child. Thirty years later South Carolina expended $59.09 for each white child enrolled and $11.16 for each Race child, while North Carolina spent $41.26 and $16.79 respectively.

In 1930 population percentages in 12 southern states varied from 7.2 per cent of the total in Oklahoma to 50.2 per cent in Mississippi. The per cent of public school funds received tends to be in inverse ratio to the per cent of population. The 7.2 per cent Race population in Oklahoma received 5.6 per cent of all school funds, or 78 cents out of each dollar which they would have received if funds had been distributed without regard to race, while the 50.2 per cent Race population in Mississippi received only 10 per cent of the school funds, or 21 cents out of each dollar they would have received if funds had been distributed without regard to race.

EXPENDITURES FOR TEACHERS' SALARIES

A study of the salaries for white and Race teachers reveals about the same inequalities as exist between total expenditures. In 1930 the average annual salary paid white teachers in 11 southern states was $901, ranging from $715 in Arkansas to $1,546 in Maryland, while the average paid Race teachers in the same states was $423, ranging from $226 in Mississippi to $1,168 in Maryland. In 1900 the average annual salaries paid white teachers in seven southern states was $162, ranging from $100 in North Carolina to $421 in Maryland, compared with $106 for Race teachers, ranging from $75 in North Carolina to $325 in Maryland. Salaries paid city teachers range much higher than those paid county or rural teachers. Reports from six southern capital cities show a median annual salary for 1930 of $1,362 for white teachers and $888 for Race teachers.

Expenditures for teachers' salaries in Louisville, Ky., shows less difference between white and Race teachers than in any other Southern city reporting. Expenditures for salaries of white teachers range from $22.28 per pupil in average daily attendance in 1911 to $57.03 in 1933, while expenditures for Race teachers range from $17.38 in 1911 to $45.74 in 1933.

In 1930 10 southern states transported 749,434 pupils at a total cost of $12,782,414. Slightly less than 2 per cent of the pupils transported were Negroes and less than 2 per cent of the funds were expended for their transportation.

The total investment in public school property in 15 southern states in 1930 was $1,086,942,000, or $123 per pupil enrolled, as contrasted with $242 per pupil in the country as a whole. The average investment for plant and equipment for each white pupil was $157, and for each Race pupil $37.

Some type of equalization fund has been used in the South for a number of years, though the idea of a large state fund created to equalize educational opportunities is relatively new. Ten of the southern states had equalization funds in 1930 amounting to more than $20,000,000, and the amount has been increasing annually. The rapid growth of these equalization funds is most hopeful to those interested in equal opportunities for all children. However, these funds have been provided and distributed under such diverse plans and circumstances that it is next to impossible to determine the amount going to Race schools. In many cases the expenditure of these funds has increased the

inequality instead of diminishing it.

The 92 higher institutions had plants and equipment valued at $52,869,578 in 1932. The 33 public supported schools were valued at $29,578,901, representing an increase of approximately 400 per cent during the past 15 years.

A summary of income for higher education in 1931 follows:

	No. Colleges Reported	Church Sources	Public Sources	All Other Sources	Total Income	Average Income
Private & Demon. Colleges	68	$1,200,242	$ 77,121*	$3,353,140	$4,629,503	$ 68,080
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*Twelve denominational and private colleges received some public funds.

The debt on the higher institutions was $2,878,615, including plant and equipment, unpaid teachers' salaries, deficits, etc.

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American Missionary Association	5	752 595
Episcopal	5	369,534
African Methodist Episcopal	2	63,921
African Methodist Episcopal Zion	1	46,500
Methodist Episcopal (southern)	1	30,780
Colored Methodist Episcopal	1	5,000
	50	$33,260,027

1. Educationl Expenditures—Eleven southern states spent a total of $240,180,180, or $35.42 per pupil enrolled in 1930. It would have required $431,171,266 additional funds to have brought the average expenditure for white and Race pupils of these 11 states up to the average of the United States, which was $99. The 11 southern states spent $23,461,959 on Race public schools, which was $12.57 per pupil enrolled. It would have required an additional expenditure of $39,688,052 to have brought the expenditure per Race child up to the average expenditure per while child in the 11 states.

2. School Property — Public school property in 15 southern states was valued at $1,086,942,000 in 1930. This represents an investment of $123 per pupil enrolled, white and Race. It would have required an expenditure of $1,000,000,000 more to have brought the per pupil value up to $242, which was the average for the United States. The value of Race public school property was $72,000,000, an investment of $37 per pupil enrolled. It would have required an additional expenditure of $240,000,000 to have brought the investment up to $157 which was the value for each white child enrolled.

From the information contained in this report it is apparent that the southern states are not able to provide public education for all children on an equal basis with the other sections of the country. If the children of the South are to have the educational advantages available to other children of the nation, special financial support for public schools must be provided. However, any federal funds which are or may be made available for public education in the South should be so distributed as to guarantee there will be no discrimination in the use of such funds between the children of different races. Furthermore, such funds should be so used and distributed as to correct the glaring inequalities which exist at present in the expenditures of school funds between the races.

SOUTH'S BIG PROBLEM IS EDUCATION

Journal and Guard 5-12-34

Gov't Aid Needed To Supplement Local Funds

Norfolk, Va.

QUESTION ALLOTMENT

Educators at D. C. Make Proposals For Betterment

By EDWARD H. LAWSON

WASHINGTON, D. C.—(ANP)—Expressing the conviction that all children, regardless of race or creed, should be given an equal opportunity for education in the schools of the United States, Mrs. Franklin D. Roosevelt addressed the second session of the Conference on Fundamental Problems of Negro Education, held in the auditorium of the Bureau of Commerce building here, last Friday morning.

"One of the most important things in a democracy," Mrs. Roosevelt said, "is to see that every child receives the best education that the child is able to assimilate.

"This does not mean that standards of education should not vary in various communities, for as we know the needs of some communities differ greatly from those of others, but it does mean that all children should be given the opportunity to develop their gifts, whatever they may be, to the best that is in them.

Equal Opportunities For All

"The same opportunities should be accorded to every child, regardless of race or creed.

"I believe that the Negro race has tremendous gifts to bring to America, and I think that these gifts should be utilized for the good of the whole nation. I think that the day of selfishness is over.

"The day of really working together has come, and we must learn to work together—all of us—regardless of race or creed or color."

That the southern states are not able to provide public education for all children on an equal basis with the other sections of the country was the conclusion reached by a committee headed by Fred McCuiston, executive agent of secondary schools and colleges, Nashville, Tenn.

Special Support Needed

"If the children of the South are to have educational advantages available to other children of the nation," the report stated, "special financial support for public schools must be provided.

"However, any Federal funds which are or may be made available for public education in the South should be so distributed as to guarantee there will be no discrimination in the use of such funds between the children of different races.

"Such funds should be so used and distributed as to correct the glaring inequalities which exist at present in the expenditures of school funds between the races."

Commenting on the report, John W. Davis, president of West Virginia State College, Institute, West Virginia, said:

"This cause now calls for immediate Federal relief. The troubled area holds in educational jeopardy the fate of thousands of white children.

Should Be Educated

"The financial relief which should be plainly ear marked so that the suffering Negroes may receive that full share of thef unds which the degree of their suffering rightly demands."

The reference to the distribution of Federal funds and the glaring inequalities now existing brought attention again to the appropriation made 10 days ago in Congress of $9,000,000 for education in the South.

Congressman DePriest sought to have funds ear-marked for Negro education through an amendment to the effect that they should be distributed on the basis of population, but the DePriest amendment was rejected, the representatives being unwilling to believe that the South would not distribute the funds fairly.

Mrs. Roosevelt's speech indicated how far she is removed from the sentiment of some white leaders in the South. Frank Dixon, a candidate for governor of Alabama, recently expressed his opposition to the Child Labor Amendment because it would make it impossible to work the 300,000 Negro children in Alabama.

NEW YORK EVENING WORLD — Telegram

MAY 8 1934

FLIGHT OF NEGRO IN EDUCATION TOLD

Million Boys and Girls Not in School, Zook Reveals.

Special to the World-Telegram.

WASHINGTON, May 8.—Dreary figures on the status of education of Negroes in the United States were pronounced today by United States Commissioner of Education Zook, to focus attention on the problem confronting the conference here on that subject.

A million Negro boys and girls of school age are not in school, illiteracy in seventeen Southern States is 16.3 per cent, against 1.5 per cent among whites, expenditure in eleven States was $12.57 a year on each Negro school child in 1930 and $44.31 for each white child.

The conference, which began yesterday to consider the problem is the first of its kind ever held. More than a thousand white and Negro educators, from north and south and all parts of the country are participating.

Gloomy as are current statistics, they probably do not represent as bad conditions as exist, Dr. Ambrose Caliver, specialist in the field, declared. The figures were compiled in 1930 and 1931, he pointed out, and things have grown worse meanwhile.

More of Dr. Zook's facts follow:—

Nearly 40 per cent of Negro rural schools still use benches with no desks; 230 counties in fifteen States have no high school opportunities for Negroes, and 195 lack a four-year high school. To bring standards of Negro education up to the national average a 1931 estimate was 30,000 Negro public school teachers were needed.

Education—1934

Discussions.

National Conference on Fundamental Problems in the Education of Negroes.

Charlotte, N. C., Presbyterian
April 26, 1934

CONFERENCE ON FUNDAMENTAL PROBLEMS IN EDUCATION OF NEGROES

The National Conference on Fundamental Problems in the Education of Negroes is called by the Secretary of the Interior, the Hon. Harold F. Ickes to meet in Washington from May 9 to 12.

The Conference is sponsored by the Office of Education of the United States Department of the Interior. It is under the general chairmanship of the United States Commissioner of Education, Dr. George F. Zook and the direction of Dr. Ambrose Caliver, Federal Specialist in Negro Education. Its general purpose is to effect a better relationship between education and life.

The work of the Conference has been distributed among several committees as follows: Home Life, vocations, citizenship, recreation and leisure time, health, ethics and morals, elementary education, secondary education, collegiate education, rural education, adult education and financial support of education. President H. L. McCrorey of Johnson C. Smith University is a member of the section on Colleges, and Dean T. E. McKinney is a member of the section on Financial Support of Higher Education.

These committees which have been working for some time will make reports at the meeting and their findings and recommendations will be discussed by the delegates.

DIXIE TOO POOR TO EDUCATE ITS KIDS PROPERLY

Afro-American
Baltimore Md

National Conference on Education Makes This Disclosure.

5-19-34

FEDERAL FUNDS WILL BE NEEDED

"But No Discrimination," Conferees Say.

WASHINGTON—If schools of the South are to provide public education for all children, on an equal basis with other sections of the country, Federal funds will be necessary, as Dixie is too impoverished to supply the necessary monies itself.

This fact was divulged at the National Conference on the Education of colored people, held here from last Wednesday to Saturday, called by Secretary of the Interior Harold Ickes.

Fourteen Southern states are making greater efforts, the conference found, to support public education, considering their per capita wealth, than the average state.

Have No Money

But, due to meagre state funds, an additional $400,000,000 is needed to bring Dixie schools up to Northern standards.

An additional $40,000,000 would be needed to bring the education of colored children in these states up to the average of white children in the same states.

Because Federal funds would be necessary to lift Dixie public schools from their slough of poverty and insufficient funds, the conference advised that such funds be safeguarded, to prevent discrimination in their use.

Other conclusions arrived at by the conferees were:

According to the Blue Book of Southern progress, there are only twelve states having a total per capita wealth of less than $2,000. All of these are in the South. Only Florida, Virginia, West Virginia and Maryland are above this minimum.

North Twice As Wealthy

The average wealth per capita in the South in 1930 was $1,785, as compared with $3,609 for the states outside the South.

The effort to support education, as measured by the per cent of all tax collections expended for schools, changes this picture considerably. Of the seven states expending less than 35 per cent of all state and local tax collections for education, only two are located in the South.

The average expended by fourteen Southern states was 41.3 per cent, as compared with 40.2 per cent for the country as a whole.

Reports from eleven Southern states for 1930 show an average expenditure per pupil of $35.42. However, when expenditures are separated into racial groups, it is seen that there was an expenditure of $44.31 for each white pupil enrolled and $12.57 for each colored pupil.

When these figures are compared with an expenditure of $99 per pupil in the United States as a whole, the inequalities are astonishing.

Dixie Population Varies

In 1930, the colored population percentages in twelve Southern states varied from 7.2 per cent of the total in Oklahoma to 50.2 per cent in Mississippi. The per cent of public school funds received tends to be in inverse ratio to the per cent of population.

A study of the salaries for white and colored teachers reveals about the same inequalities as exist between total expenditures.

In 1930, the average annual salary paid white teachers in eleven Southern states was $901, while the average paid colored teachers in the same states was $423.

Transportation Is Unequal

In 1930, ten Southern states transported 749,434 pupils at a total cost of $12,782,414. Slightly less than 2 per cent of the pupils transported were colored and less than 2 per cent of the funds were expended for their transportation.

The total investment in public school property in fifteen Southern states in 1930 was $1,086,942,000, or $123 per pupil enrolled as contrasted with $242 per pupil in the country as a whole.

The average investment for plant and equipment for each white pupil was $157 and for each colored pupil, $37.

The 92 higher institutions had plants and equipment valued at $52,869,578 in 1932. The 33 public supported schools were valued at $29,578,901, representing an increase of approximately 400 per cent during the past fifteen years.

EDUCATION CONFERENCE OPENS HERE

Ickes and Zook Address Noted Educators and Race Leaders

3-10-34

Declaring that "the Negro must have more and better education than he has received in the past, and a larger proportion of the race must receive the fundamentals of a public school education," Secretary of the Interior Harold L. Ickes officially welcomed delegates to the first National Conference On Fundamental Problems in the Education of Negroes in a session held in the auditorium of the Department of Commerce building last night.

Dr. George F. Zook, U. S. Commissioner of Education, was the featured speaker, while Dr. Ambrose Caliver, Senior Specialist in the Education of Negroes and Director of the conference, presided.

"The chief contribution in the field of education today," Ickes pointed out, "is to be made by those who, while diligent student of the past, follow a clear vision of the future. Constant council of the best-equipped minds is required. No question lends itself so well to the conference method as the one which has brought this group together.

Continuing, he pointed out that "America boasts that it is the melting pot of all peoples. Here a new race is in the making. The strengths of all races combine to make the strength of America. But there is one fact peculiar to Negroes in whose interest you have come together. They came to this country not of their own choice. The change of their status to free men only seventy years ago was the result of a conflict not of their own making. That conflict left a national wound that was not long in healing. During that healing process this race of bystanders was in a very difficult position. This difficult process has not yet been completed. But thanks to the tolerance and statesmanship exhibited on every hand, that adjustment is being made so that we can now devote our chief thought to the larger social, economic, and cultural opportunities in which Negroes are entitled to share as citizens of this democracy."

Outlining the social development of the Negro in recent years, Commissioner Zook stated that the aim of the present conference was to prepare the way so that the largest possible proportion of the colored population of this country may have an opportunity toward that abundant life which we all aspire.

"Everywhere throughout the world," he said, "as men and women throw off old chains and aspire to a better civilization, they realize that education provides the only certain key which will open the door of opportunity. Hence they turn hopefully to the schools for that preparation which will enable them to enter that kingdom from which, without education, they would be shut out forever."

"The colored people, to whom educational opportunities for a variety of reasons have come in limited degree, realize thoroughly that education is not a luxury to be paid for after necessities have been taken care of, but an investment which determines the level of personal and group development over the long future."

"We are, however, gaining some new conception of the function of education. There has been a steady pushing up of the educative process among young people and now we are beginning to talk quite freely of education for adults, who are living in a civilization which is changing so rapidly that much of their education is out of date before it can be applied to problems of life."

MRS. ROOSEVELT SPEAKS AGAIN

Mrs. Franklin Delano Roosevelt, addressing group of Race educators in Washington declared: "The day of really working together has come. We must learn to work together regardless of race, creed or color." After telling the conference that she favored equal educational opportunities for every child in the land she said: "We can have no group beaten down, underprivileged, without reaction on the rest. Where the standard of education

is low the standard of living is low." Unfortunately, Mrs. Roosevelt's address did not receive the widespread publicity it should have had. Such preachments as she uttered should be especially emphasized in the South where black men and women have been deprived of education and training which would have benefited both them and the communities in which they live.

We congratulate Mrs. Roosevelt in her courageous stand for those principles which if adhered to will ultimately banish the brutalizing influences of the southern white man and enable him to recognize that the South cannot rise to its proper place economically, socially and politically until it becomes educated beyond the distressing influences of hate, greed and selfishness.

The Race must be educated, to be sure, but the nation must be educated as well to the point where it can appreciate the advantages to be obtained from a unified spiritual accord inherently applicable to all citizens alike.

THE VOTE WILL GET A 'NEW DEAL'

When the following facts about Negro Education were revealed by the National Conference on Fundamental Problems in the Education of Negroes, one is impressed with the importance of this conference and with the seriousness of the problem the conference sought to solve:

Nearly one-third of all Negro pupils in rural schools never go beyond the first grade.

Approximately 1,000,000 Negro boys and girls of school age are not in school.

Illiteracy in 17 Southern States and the District of Columbia is 16.3 per cent among Negroes, as compared with 1.5 per cent among whites.

Eighty per cent of the Negro population of the United States which totals nearly 12,000,000 is found in 15 Southern States.

The average length of term in separate schools for Negroes is 134 days. This stands in contrast to the national average school term which is 171 days.

Eleven Southern States spent in 1930 an average of $12.57 annually for the education of each Negro pupil enrolled, and $44.31 for each white child enrolled. These figures are in contrast with the national average of $99 per pupil enrolled.

Public school enrollment, white, 7,444,731; colored, 2,282,578; pupil-teacher ratio (elementary and high school), white 34; colored, 44; per cent of pupils in first four grades, white, 54; colored, 74; per cent of pupils in high school, white, 16; colored, 5; per cent of pupils living three miles or more from school, white, 4.3; colored, 151; per cent of children transported at public expense, white, 18.8; colored, 1.0; per cent of increase in high school enrollment from 1920-1930, white, 176; colored 506; expenditure for high school transportation in six states, white, $5,594,942; colored, $30,189; salaries of rural teachers, white, $945; colored, $388; years of training of rural teachers beyond elementary grades, white, four years eight months; colored, three years two months.

Nearly 40 per cent of the rural Negro schools still use benches with no desks.

While 67 per cent of the Negroes live in rural areas, they have only 39 per cent of the four-year high schools. Two hundred and thirty counties in 15 States had no high school facilities for Negroes, and 195 other counties had no four-year high schools, a recent study revealed.

When this is read in connection with the analysis of the vote in the House of Representatives on the DePriest resolution to investigate the discrimination against Negroes in the House Restaurant, the penalty a voteless people pay is apparent. Of the 114 votes cast against the resolution, 78 came from the far south, 30 came from Virginia and the border states where few Negroes vote, and only six came from the North where Negroes enjoy and exercise the right of suffrage.

A New Deal for Negroes in the South will come only when they arm themselves with the ballot and when they cease to pay any attention whatever to the various quack remedies prescribed by deceitful whites and self seeking, hypocritical blacks.

MANY EVILS OF EDUCATION ARE AIRED AT MEET

Recommendations Are Made by the Various Committees.

PRESS RAPPED IN DAVIS'S REPORT

Vocational Guidance Is Stressed.

WASHINGTON— The National Conference on Fundamental Problems in Education of the Colored Race, meeting here last week, closed its session last Saturday morning with recommendations from the various committees and an address by Roy Chapman, assistant secretary of the Interior.

Salary Scales Attached

The committee on public education, through Carrington L. Davis, Baltimore, Md., recommended that all educators in the several states be approached on the subject of equalization of salaries for educational services rendered. The committee went on record as requesting representation on all boards of education and councils, in the several states.

Report Raps Press

It was also recommended that efforts be put forth to secure more favorable sentiment for the education of colored people.

"At the present time," the report read, "we are receiving five hundred times as much space in the press for the airing out of crimes committed by the colored race, as for educational achievements, and the colored press is no exception."

The committee concluded its report by recommending an adequate guidance for colored schools.

Economic Betterment Sought

The guarantee to the colored people of equal economic opportunity, and political and social justice to make the home and family life in keeping with American ideals and standards, was urged by Mrs. Mary McCleod Bethune, chairman of the committee on home life.

T. Arnold Hill, chairman of the committee in vocational guidance, urged that more vocational information in occupational studies for colored groups be obtainable. He also urged that facts concerning occupations, with special reference to the race, be available

Vocational Guidance Stressed

The lack of funds for research work for teachers in the vocational field, and the lack of facilities for vocational guidance, was lamented. Mr. Hill recommended the development of one or two special centers where study and work can be combined, as for example, in Antioch College and Tuskegee Institute.

The committee on citizenship under the chairmanship of Dean V. E. Daniels, Wiley College, Marshall, Texas, reported that the colored race suffers from setbacks due to its status as fundamentally a laboring class, and special disadvantages growing out of its previous conditions of involuntary service.

They declared that it was impossible to separate the rights of property, persons and education under the American Constitution.

Ask Citizenship Training

The committee refused to encourage or approve a program for citizenship of the race on which printed circulars were distributed. Rather, they urge that this type of program be carried out by local field officers.

They recommended that education be shifted to citizenship training; that citizenship on a college level is inadequate; that citizenship programs in America are usually too formal; that they usually amount to a flag saluting, etc. They further recommended that the colored students have special training in the judgment of leadership.

E. T. Atwell, reporting for the committee on recreation, asked that educational agencies share more largely in supplying funds for recreation. The excess of vacant space in schools that could be utilized for recreational spaces, was deplored.

Health Problems Attacked

The committee on health, through F. O. Nichols, reported that the major conditions affecting the race were tuberculosis and venereal diseases. The existing health programs are not adequate to remedy these problems, Mr. Nichols reported.

The report recommended that a health program become an integrated part of the curriculum of colleges and schools, and that the requirements for nurse training for entrance into hospitals and schools giving such courses be raised.

The committee also recommended that all nurse-training schools have some definite connection either with hospitals or with one of the two medical schools of the race.

The committee on ethics and morals, headed by Dr. Willis J. King, suggested that every agency of the community be utilized for the development of a wholesome personality, and that the entire school situation be utilized in trying to develop wholesome activities and an inegrated personality.

Asks U.S. to Aid Children

Mrs. Helen Whiting reporting on elementary education, recommended that elementary education be carried out with the aim of making the child function more adequately in home life, leisure time, health, etc. She suggested a temporary Federal subsidy to be administered by Federal agencies, to equalize the fundamental disparity.

It was further recommended that more adequate physical equipment be obtainable, higher and more searching admission requirements be maintained for students entering the teachers' institutions, and that a system of creative supervision and an enriched curriculum be carried out.

Wants Environment Offset

H. L. Trigg, reporting for the committee on secondary education said:

"Granting that education in its general principles, aims and purposes, is the same for all people, it is imperative that adjustments be made in administration to compensate for the inferior qualities and limited quantity of experiences and possibilities in the colored child's environment."

He asked that the student become more active in those activities which develop skill, habits, ideals, appreciation and interest in the proper fields.

The report on adult education was made by Miss May Hawes, who urged that adult education be made available for the illiterate and trained alike.

Education - 1934

National Conference on Fundamental Problems in the Education of Negroes.

Discussions.

Militant Program of Nat'l Conference Calls for More Teachers

WASHINTON—(ANP)—Jobs for several thousand Negro teachers, with salaries equal to the highest now being paid in the profession, will be opened up in the South within the next few years if the militant program adopted by the delegates to the National Conference on the Fundamental Problems in the Education of Negroes, which met here last week is put into successful operation.

The program, a virtual "platform of education" for the Negroes of America, calls for the grant of Federal funds to put an end to illiteracy in the South through the establishment of competently manned schools, and for the maintenance of "equalizatory funds" by the government and by private agencies which will wipe out the differential now existing between the wages of educators working in the South and those in the North.

The six ultimate objectives listed in the document are:

1. Guarantee to the Negro of equal economic opportunity, political and social justice, which will make possible the realization and maintenance of home and family life in keeping with American ideals and standards.

2. Education directed toward the development of adequate provision for vocational education and guidance, conducted by persons specifically trained for their work and varied according to individual occupational interessts.

3. Full participation of Negroes in all phahes of life, in accordance with the highest ideals and practices of good citizenship.

4. Equitable provision for training the Negro child for wholesome recreational activities, as well as in the development of adequate opportunities for adults in the use of leisure.

5. For every Negro, healthful living and working conditions and adequate health service and education.

6: The coordinated effort of the home, the church, and the school, and other social agencies in order to develop in every Negro child the ability to make wise choices in the various life situations.

Getting away from these visionary statements of future policy, the program called for the immediate realization of several more tangible objectives.

First of all, it was recommended that schools and colleges be made available and accessible for all Negro children. The schools it is pointed out, should be adequate in length of term, number of teachers, curriculum offerings, equipment, and facilities.

Secondly it was recommended that, inasmuch as the teachers of Negro children hold a position of outstanding importance in the training of those children for leadership in life, their own selections, training, compensation and working conditions should be made to meet the highest standards of professional growth and leadership.

Thirdly, it was recommended that a hingle standard of adequacy be esttblished for the financial support of schools, and that all moneys appropriated for this purpose be equitably distributed and properly administered.

Finally it was strongly urged that the extension of segregated schools be discouraged and disapproved.

WASHINGTON, D. C.
STAR

MAY 10 1934

ICKES ADDRESSES NEGRO EDUCATORS

President Sends Good Wishes as Conference Opens Here.

Hope for the cultural, social and economic advancement of the Negro was voiced by speakers at the opening of the National Conference on Fundamental Problems in the Education of Negroes at the Commerce Department auditorium last night.

Secretary of Interior Harold L. Ickes declared that the colored children of the Nation should be better schooled and that the "Negro problem should be recognized to be individual and not racial."

Dr. George F. Zook, United States commissioner of education, called for increased adult education among the colored people so that those who missed the advantages of school facilities in their youth when the Negro race was only beginning to rise out of disadvantages which would have worked havoc on a less strong people might make up the losses and thus contribute to the advancement of their whole people.

President Roosevelt, in a letter addressed to the opening session of the conference, expressed the hope that the conference will "result in rendering the significant service it aspires to render to our country and to the Negro race." The President sent the conference his "heartiest good wishes" for the success of its deliberations.

Keynote Is Sounded.

The conference will continue in active sessions in various auditoriums here through Saturday. Last night's meeting marked the sounding of the keynote of the meetings and ended with a reception in the Commerce Department aquarium in the basement of the Commerce Department Building.

The business of the conference was begun at 9:30 o'clock this morning when functional committees and the Committee on Financial Support of Education met simultaneously. The committees, their respective chairmen, and their places of meeting follow: Committee on Home Life, Mrs. Mary McLeod Bethune of Daytona Beach, Fla., Red Cross Assembly Hall; Committee on Vocations, T. Arnold Hill, United States Chamber of Commerce; Committee on Citizenship, Dean V. E. Daniel of Wiley College, Marshall, Tex., Brookings Institution; Committee on Recreation and Leisure Time, E. T. Attwell, New York City, United States Chamber of Commerce; Committee on Health, Franklin O. Nichols of New York City, United States Chamber of Commerce; Committee on Ethics and Morals, Dr. Willis J. King of Atlanta, Ga., United States Chamber of Commerce, and Committee on Financial Support of Education, Fred McCuistion of Nashville, Tenn., Interior Department.

In the opening address last night Secretary Ickes paid tribute to the conference method of considering national problems. The trend toward the conference on important topics, the Secretary declared, is born of the necessity of finding wisdom for future conduct less in a study of the past than in the minds of persons who are constantly grappling with particular problems of the present.

Constant Counsel Is Required.

"Particularly is this true," he declared, "with respect to problems of education. It is clear that the chief contribution in the field of education today is to be made by those who, while diligent students of the past, follow a clear vision of the future. To make good on this vision, to make sure that what is believed to be a vision is not something merely visionary, contant counsel of the best equipped minds is required. This is the best assurance of protection against serious mistakes." The problems of Negro education, Secretary Ickes said, lend themselves particularly to the conference method of consideration.

He pointed out that within 70 years the colored people have marched from slavedom to prominence in the life of the Nation. This difficult process, however, he pointed out, has not yet been completed, "but, thanks to the statesmanship and tolerance exhibited on every hand, that adjustment is being made so that we can now devote our chief thought to the larger social, economic, and cultural opportunities in which the Negroes are entitled to share as citizens of this democracy."

Conquers Hardships.

The sense of humor and optimism of the colored man, Secretary Ickes declared, enabled him to come "smiling through hardships which would have meant disaster to lesser people." The issue no longer is one of justice to the Negro, he continued, although it must be realized that much injustice still exists. If rights and privileges of citizenship are to be enjoyed, he said, "we must share its obligations and responsibilities as well" and "in order to do this, the Negro must have more and better education than he has had in the past."

Dr. Zook characterized the conference as "typical of the U. S. Office of Education," but insisted it was much more important than the more usual educational conventions under sponsorship of his office. He reviewed the progress made by the colored people since the Civil War and forecast that "this progress will continue until the representatives of your race will be called upon to take high positions of responsibility in important places." Through education, he said, can the best development of the Negro be attained.

But while most discussions center about the education of colored children in schools, Dr. Zook appealed to adults to avail themselves of facilities now in operation for their own education; facilities, he explained, which would enable men and women to make up the losses they suffered in a childhood spent in an era that was less sympathetic to their needs.

Urges Parent Education.

"I urge Negro parents to take to themselves the same admonition respecting education they so wisely give to their children," Dr. Zook said. Continuing with a discussion of the importance of adult education, the commissioner declared:

"Under the present rate of advancement in all fields, most of the knowledge people get in school as children is out of date before they are given an opportunity to make any real use of it in adult life. Therefore it is incumbent upon all adults to continue with their own education as well as promote that of their children."

The message from President Roosevelt which was read by Dr. Ambrose Caliver, senior specialist in the education of Negroes, in the U. S. Office of Education, contained the Chief Executive's assertion that in a democracy "education holds the most promising potential solution of the social and economic problems for peaceful, gradual, intelligent evolution toward the goals which we must set up for the preservation of the ideals and the happiness of our citizenship." President Roosevelt said further that "as yet all too small a percentage of the Negro children of our country, especially in the rural sections, enjoys adequate or equitable facilities for the education which is America's goal for every child."

"How to meet these two fundamental requirements adequately," Mr. Roosevelt's message concluded, "and the ramifications into which consideration of their various aspects takes us, are the problems to which this conference will devote its attention. May it result in rendering the significant service it aspires to render to our country and to the Negro race."

Dr. Caliver presided over last night's opening session. He outlined the program of the convention and welcomed delegates to its various conferences.

Music was provided by the U. S. Marine Band Orchestra, under direction of Leader William F. Santelmann, and by the Women's Glee Club of Howard University.

PARENT AND HIGH SCHOOL TRAINING MEANS MOST OF ALL

The scholastic aptitude of Negro college students is greatly influenced by the kind and location of high schools they attend and by the occupational status of their parents. This fact is revealed in a Federal Office of Education bulletin, "A Background Study of Negro College Students," made available to the National Conference on Fundamental Problems in the Education of Negroes held in Washington, D. C. this week.

According to the findings of the study, Negro students from schools of the Northern and Border States make a decidedly higher psychological score than those from the South. It also is revealed that students whose parents belong to certain occupational groups consistently rang high or low in the various measures applied according to the level of the eight occupations studied. Out of 35 criteria applied the clerical group stood first in 14, second in 6, and third in 5. The professional group maintains first place in 7 items, second place in 13, and third place in 4. The unskilled group falls seventh in 8 of the individual items, and eighth in 8 of them.

Conclusions

The study, which was made by Dr. Ambrose Caliver, Federal Specialist in the Education of Negroes, is "a national survey of the social, economic, cultural, academic, and intellectual background factors of nearly 2,000 college students in 33 Negro colleges." The purpose of the study, according to the author, is "to establish criteria and reveal trends with which local schools may compare their own student bodies; and to furnish a body of information which will be helpful in establishing and conducting a personnel program and to serve as one of the guides in further reorganizing educational theory and practice."

The report points out significant differences in the scholastic aptitude of students in the different colleges, revealing a range of average intelligence of each group of freshmen in the different colleges as shown by the median psychological scores of 26.33 to 131. "These group differences, as indicated by the central tendency, are significant factors which should command the attention of both school and college authorities," says Dr. Caliver.

Among some of the additional conclusions resulting from this personnel research are the following: (1) There is a serious lack of selectivity in Negro colleges as shown by the heterogeneity of their student bodies. (2) There is a lack of adaptation of the high-school program to the varying needs and capacities of students. (3) Colleges need to make greater effort to adjust requirements and offerings in terms of the background of students. (4) Negro schools and colleges are not properly providing for the varied vocational needs of Negro students, nor are they providing definite educational and vocational guidance programs.

Women Succeed in School

Doctor Caliver emphasizes differences found between young men and young women students both in enrollment and achievement. The evidence shows that, while elimination of boys is much greater than that of girls, the men represented by the study are a more highly selected group than the women; and, although having higher intelligence, the men, nevertheless, fail in much larger proportion than the women. In concluding that Negro schools and colleges are not making the most of the masculine resources of the race, Dr. Caliver says, "That so many men with high scholastic aptitude fail, that so many drop out of school before they reach college, and that their expression of preference for college majors, occupations, and extracurriculum interests are so limited indicate either a lack of adjustment between the school and interests of the boys and young men; or that the school program is better adapted to certain characteristics possessed only by the girls; or that other outside economic factors are operating."

In discussing the need for such a study as is reported in this bulletin, the author says:

"There is in evidence the dawn of a new era in Negro education. With the growing popularization of secondary education, with the consequent increase of applicants to college, and the decrease in available funds, there comes the necessity of a more critical evaluation of education on all levels, and particularly on the collegiate level. This has required greater attention to the wise use of the funds that are available and resulted in a growing realization of the need of more objective and comparable facts about Negro students—their nature, characteristics, capacities, achievements, interests, and ambitions.

"It is the purpose of this study to supply this need to some extent, and to furnish additional information which may be of value not only to college administrators and teachers, but to elementary-and high-school people as well. It should also prove helpful to officials of private and public-school systems, to social workers, and to parents and students themselves."

Eleven Suggestions

The report is a 132 page bulletin. In light of the findings, the following eleven suggestions are made by the author:

1. "Negro schools and colleges should make a more careful and objective study of their student bodies; the applicants for admission; and the sources of student supply.

2. "The knowledge thus gained should be utilized insofar as present facilities and personnel permit.

3. "Schools and colleges should make special effort to find, cultivate, and conserve the talents of superior students.

4. "An endeavor should be made to make the educational program sufficiently rich and flexible to provide for a variety of interests and intellects. Only by so doing can the principle of 'equality of educational opportunity,' which should apply to individual schools and classes as well as to school systems and States, be preserved.

5. "This enrichment procedure should be done in terms of contemporary educational values rather than on the basis of tradition alone. Classics will have a place in such a program as well as cooking.

6. "Lacking facilities for the inauguration of a personnel program, the work might well be begun with the introduction of some simple plans for educational and vocational guidance.

7. "There should be a closer cooperation between Negro schools of all grades and kinds.

8. "More attention should be given to the relation which the location and the constituency of a school bear to the type of service it may render.

9. "Schools and colleges in order to promote the development of personnel work should continue to participate in all co-operative research designed to throw light on our educational problems.

10. "Every effort should be made to widen the base and lessen the restrictions of vocational opportunities for Negroes in order to assure best results of personnel work.

11. "Schools and colleges should not postpone further the beginning of plans to inaugurate a program of personnel work."

This study appears as Federal Office of Education Bulletin, 1933, No. 8, and may be procured from the Superintendent of Documents, Government Printing Office, Washington, D. C. at 10c per copy.

Education - 1934

High Schools.

Alabama

NEGROES TO HONOR CITY CIVIC WORKER

Post
10-16-34

Industrial High School Program To Be For Mrs. C. P. Orr

Mrs. C. P. Orr, a civic leader for many years, will be honored for her sponsorship of negroes' needs, in a program at Industrial High school at 3:30 p.m. Oct. 25.

Dr. P. S. Moten, director of Southside church, is planning the program. A chorus of 100 voices selected from the high school students will sing spirituals. The public is invited.

Georgia

Education - 1934

High Schools.

20 SCHOOLS ADDED TO ACCREDITED LIST

Constitution
5-20-34

ATHENS, Ga., May 19.—(AP)—Twenty schools were admitted to the accredited list by the Georgia high school accrediting committee at the close of its annual session today.

The list includes: Mt. Pleasant Vocational High, Bainbridge; Union High, Blakely; Buffton High, Chester High, Damascus High, Dearing High, Airline High, Gainesville; Georgetown High, Gillsville High, Hilton Consolidated High, LaGrange; Georgia Vocational and Trades school, Monroe; Surrency High, Vashti High, Thomasville; Ty Ty Consolidated High, Montgomery County High, Vidalia, and Lakemont Consolidated High.

Negro Schools: Carroll County Training school, Carrollton; Fitzgerald High and County Training school; Boggs Academy, Keysville, and Beda-Etta High, Macon.

Negro High School Gets Credit Rating

Telegraph
12-25-34
Macon, Ga.

WAYCROSS, Ga., Dec. 24.—On recommendation of the Georgia state committee on approval of secondary schools, Center school of Waycross, one of the outstanding Negro high schools of the state, has been approved by the Southern Association of Colleges and Secondary Schools, it is announced by Ralph Newton, superintendent of Waycross public schools.

Luther L. Ison is supervising principal of the Center school.

The school has made phenomenal progress during the past several years. It was not accredited by any agency in 1931.

North Carolina.

Education - 1934

High Schools.

ASK CONSOLIDATION OF HIGH SCHOOL CLASSES

Request Concerning Florence, Woodyside and Collins Grove to Be Studied.

SCHOOL BOARD MEETS

The county board of education, in regular semi-monthly session Saturday in the office of Supt. T. R. Foust, heard a delegation of negro school patrons from the western half of the county in a request for consolidation of the high school work in three schools.

Request was made that the high school classes of Florence, Woodyside and Collins Grove negro schools be consolidated and transferred either to Woodyside or Florence school. Superintendent Foust and S. E. Coltrane, member of the board, were authorized to meet with the patrons for a discussion of the matter and bring their recommendations back to the board.

Superintendent Foust was authorized to advertise and sell the old Wadsworth negro school building, located near Rock Creek dairy, which has been abandoned.

After receiving an offer from J. S. Wade to sell the board a tract of land adjoining the present boundary of the Edgeville school property, the board directed Superintendent Foust to inspect the property and make his recommendations.

The board formally approved the county school budget and heard Superintendent Foust make a general report on the progress being made in closing the $323,000 PWA loan for building purposes.

All members of the board were present, with Chairman J. H. Joyner, of Whitsett, presiding.

Kentucky

Education - 1934

High Schools.

LOUISVILLE, KY.
COURIER JOURNAL
MAY 31 193

HIGH SCHOOL FOR NEGROES.

To the Editor of The Courier-Journal.

Negro citizens from all walks of life have for several years been disgusted with conditions at the present high building. The Louisville Branch of the National Association for the Advancement of Colored People, which recently undertook the campaign or fight for a new high school because of the overcrowded, unhealthy and inadequate condition of the building now being used for senior high school instruction, has received several thousand signatures by citizens and taxpayers to the petition circulated by the association as a protest against giving to the Negro citizens the aged Board of Education building as a "New High School."

While the petition may not be worth the ink nor paper used so far as any good that may come to our children by supplicating this "Board of Education" in their behalf, for they have been begged, memorialized and threatened, but to all appeals for fairness and equal educational facilities for Negro children they have turned a deaf ear. Since the incumbency of this board the Negro schools have steadily deteriorated in efficiency and equipment and in teaching force. The only remedy for these conditions is to organize our votes to put in power men who will give us a square deal. There is a school for white girls recently completed which, according to Mr. Gottschalk, cost $1,000,000, and they propose to spend $25,000 to remodel that old medical college building to take care of the overflow from Central. In proportion to population, the colored people ought to get at least a school costing 20 per cent as much as that new girls' school. But we are to get $1 to the whites' $40 and we are told that is as much as we should expect. The present high school was used for years as a hospital and it is yet doubtless reeking with disease germs and the great mortality of students from tuberculosis supports the contention of high medical authorities that the building is unsafe and unhealthy for school purposes. Out of the class of 1931, the record shows that sixteen graduates died from tuberculosis. The parents of these children testify that they complained time and again of the unhealthy conditions at the high school building. Now it is proposed to unite to this ex-hospital an old medical college building where dissections and cadavers have held sway for over a century.

If the colored people want results they will consult their liberal white friends and co-operate with the National Association for the Advancement of Colored People in bringing out a ticket for the Board of Education this fall that will break up the present stagnated school board ring.

Louisville.

HUNDLEY GODALL.

Education - 1934

Oklahoma.

High Schools.

The New High School

The laying of the cornerstone of the new high school building in Oklahoma City Sunday notches an advance in the progress of the Negroes of this community, and brings echoes of a forty-year fight for educational opportunity The building will forever be a monument to the solidarity effected among the Negroes of the city, in their attempt to correct a great wrong. The building will always be the concrete evidence of what is possible when citizens close ranks and battle for a common purpose. 1-20-34

To accomplish this end a citizens committee was formed composed of all the organizations in the city, religious, fraternal, commercial and political. For once the citizenship united in a solid phalanx because there was much to fight for besides the structure. The battle had to be fought for the actual location of the structure.

Opposition influences among whites in the north end of the 2nd ward opposed the location of the school on its present site, and there was for sometime a disposition among Negroes to locate the structure south of 4th street. To the credit of all who joined in the program, they all finally endorsed the present site and another step was made toward the goal reached Sunday.

It will perhaps take many years for the Negroes of the city to realize the actual value obtaining to a higher standard of morals in the locating of the high school in its present location. The old Douglass high school structure was situated down in a former red light district which for thirty years has never been rid of the thug, pimp and scarlet woman. The demoralizing effect on young men and women trudging daily through this district can hardly be estimated.

One of the fine teachers in the high school, in a conversation sometime ago, told this writer that several years ago she was reproving one of the young men of the school who had taken up with underworld practices. She said she asked him why he had deliberately decided to lead the life he was living. This was his answer:

"Well, for years I passed up and down Grand avenue on my way to school and the only Negroes who were well dressed all the time and who apparently never worked, were the folk they called pimps and rounders. I decided when I was in school that the thing for me to do was to make of myself one of the crowd who could wear good clothes and never work."

Thousands of Negro boys and girls for the past thirty years have been immersed in the same vile environment. What was the effect of the bright lights and the false values they saw exhibited and paraded before their eyes every day? How many sons and daughters of good parents have been pointed the way to ruin on their way to Douglass high school?

We believe that the thousands of mothers and fathers who look upon the new high school should thank God more for the new environment, rather than the wonderful building which stands before their gaze. For, after all, schools are not made of brick and mortar. It is the environment where eamples and precepts in good living are taught which is the essence of true education.

Education-1934

High Schools.

Pennsylvania

PHILADELPHIA, PA.
RECORD

FEB 25 1934

NEGRO SCHOOL ROW ENDED IN CHESTER

Board's Ruling Divides City and Sets Up Racial Discrimination.

By JOSEPH H. RAINEY

The first Negro senior high school in Pennsylvania has been established in Chester.

The Chester City School Board, it was learned yesterday, has ruled that all Negro students east of the Chester River attend Senior High School, which is mixed, and all Negro students west of the river attend the Douglas High School, which is all Negro, including teachers.

This edict apparently settles the fight between the Negro Citizens School League, the National Association for Advancement of Colored People and the Chester School Board over refusal of the board to admit Negro students to the senior high school.

24 Students Rejected.

Last Monday 24 Negro students presented themselves at Senior High School for registration and were rejected. Twenty-one, who were turned down six months ago, refused to attend the school specially designated for them.

Learning that a Negro committee planned to obtain an injunction preventing the board from refusing the students admittance, the board held an open meeting. After discussing the condition with several Negro groups, the board handed down its decision.

The fact that the division of the city only affects Negroes indicates discrimination because of color, said Floyd L. Logan, president of the Educational Equality League.

Member Fights Ruling.

White students living west of Chester River will continue to pass the Douglas School and enroll at the senior high school, while Negro students in this same territory cannot enroll at Senior High School but must attend Douglas High School.

Acceptance of the ruling by the Negroes was in direct defiance with wishes of the lone Negro member of the school board, Lewis M. Hunt. Hunt sought a compromise, whereby students would be allowed the privilege of selecting the school they wished to attend, thereby enabling those Negroes who desired, to attend the senior high school.

The new ruling limits the Negro enrollment to those living east of Chester River, a vicinity that sends less than five students to high school annually. Three have enrolled in the senior high school.

South Carolina

Education - 1934
High Schools.

Columbia, S. C. State
September 26, 1934

Booker Washington Lets Out.

It's between 2:30 and 3 o'clock in the afternoon in the neighborhood of the Booker Washington high school.

Even as you stand on the corner near the school a gong sounds, and the children come pouring out.

There is of course much laughter and chatter as they reach the grounds and the street. There is running and skipping, as those in the rear try to catch up with friends a bit farther up the street. There are tussles among the boys. There is obviously some good-natured teasing here and there. There is, above all, the light-hearted cheer of the boy or girl released from his daily task.

There are hundreds and hundreds of these Negro children. You haven't the exact figures, but you recall that this is the largest of the Negro schools. There must be well over a thousand pupils They disperse in several directions, streams of life and color, the bright dresses of the girls, the white and blue shirts of the boys showing on the different hillsides as they mount from the low level of their school and grounds.

It's always a cheering sight to observe these young Negro boys and girls in this great crowd, either gathering for school or leaving after school. It's as jolly a bunch as you'd find anywhere, but orderly. They come along the sidewalks three or four abreast, as school children will, but they step aside for persons coming in the opposite direction. They play and wrestle, but they rarely fight. They sing and laugh and talk, but never has this observer heard any ugly language from these groups.

These young Negro people represent perhaps a select group. They have come up from the lower grades and are in the upper reaches of their public school training. They reflect by their public behavior credit on their teachers and their homes. From them will come the leaders of their race in this city. By their appearance and conduct on the streets they promise well for the future.

Education-1934

Tennessee

High Schools

Fayetteville, Tenn. News
February 22, 1934

COLORED HIGH SCHOOL NEWS

Beginning Monday, February 19, the Fayetteville Colored High School will celebrate what is known as the Negro History Week. Negro History Week has attained nation-wide recognition as a celebration the second week in February, but since the faculty had decided to have a Good Will Educational program the week of the 19th, it was further decided to have both programs the same week in order to save time.

The Negro History Week celebration is observed annually in practically all the urban communities where thought is given to the uplift of the Negro. This observance is not an effort to impart during one week all that should be learned about the Negro but to dramatize the achievements of the race sufficiently to induce educational authorities to incorporate in the curricula courses in the Negro life and history. Another objective of this week's celebration is to secure for the study of the Negro culture the same consideration which is given to other elements of the population in educating all the youth of America.

This celebration program will last three days of the week and will consist of papers and talks by high school students on various phases of Negro History and achievement in Africa and America. Papers and talks will be read and made on subjects of this type The Negro in Africa, The Negro in the Discovery and Exploration of America, The The Negro as a Soldier, The Negro Inventor, and the Negro Woman of Achievement. The celebration will close Thursday night with a Negro Pageant "Pharaoh at the Bar of Justice" which is a wonderful dramatization of some of the strivings of the Negro.

[illegible] Domestic Science Department of the High School for the members of both City and County

Thursday, February 22, the Good Will Educational program will be given. This program will open with a Boards of Education. Immediately following this, a Good Will Educational Program will be given at 7:30 p.m. in the High School Auditorium on which a number of the leading Educators of the county will appear. Such persons as members of the Boards of Education: Supts. Simmons and Wall, Prof. O. P. Pitts, Prof. Coleman, Prof. Shasteen, Mr. Theo McCown, Judge E. A. Sims, Mr. W. H. Rochester and Rev. T. Clarke.

The Educational Good Will Program will close Friday night with an address from one of the members of the State Department and the appearance of the Fisk Jubilee Singers.

Nashville, Tenn. Banner
April 9, 1934

Negro High School Students Coming Here for Syposium

Three hundred selected students from Negro high schools in Tennessee will assemble Thursday at A. and I. State College here for the Second Annual Symposium designed to stimulate interest in high school and college education. The representatives will come in several branches of school activities and each has won in previous local competitions. The event will last through Saturday.

There will be competitions in art, athletics, dramatics, history, industrial art, home economics, music, and scholarship. In the scholarship division there will be an award for individual merit.

Swimming, folk-dancing, gymnasium exhibitions, and relays will comprise the athletic contests and the music division will sponsor group singing and special competition in solo work and piano.

Questions on the Negro in history, government, and civics will be given in the history division.

A play will present what students have learned about cookery, clothing making, and general home care in the home economics division. The industrial arts division will have exhibitions of shop work and agricultural projects.

President W. J. Hale of A. and I. State College is director of the symposium and the event has the approval of Dr. Walter D. Cocking, State Commissioner of Education.

High Schools.

PROTEST WHITE PART-TIME HEAD OF DUNBAR HIGH

Grievances Listed By Parents After Investigation

Staff Correspondence

LYNCHBURG, Va.—A committee of citizens, basing its drive on facts unearthed in a well-planned investigation, is busily engaged here at present in seeking an improvement in what is regarded as intolerable conditions at Dunbar High School, which is in charge of a part-time white female principal.

Th only other city, at least in Virginia—of the Southern states—which has made it a practice to employ persons of the other race as principals is Richmond. A militant drive there was climaxed last year by the appointment of several Negro principals and assistant principals, with prospects that eventually all colored schools will be manned by all-colored staffs.

The local committee, named by the Parent-Teachers Association, is confining its efforts at present to securing information for proper recommendations to the school authorities. Part of this information is being compiled through a questionnaire sent to various colleges and accrediting agencies.

Securing Information

The colleges are being queried with regards to the preparation and scholastic success of Dunbar graduates, while the accrediting agencies are asked to supply data on the requirements for approval of the high school as a class A institution.

The officers of the organized parents and teachers body are: H. A. M. Johns, president; Dr. Frank R. Trigg, vice-president; Frank Lewis, secretary; Miss Florence Bennett, assistant secretary; and Dr. K. M. Pettis, treasurer.

W. T. Lee, Dr. Pettis and Mrs. Frank Jones, have been assisted by Mr. Johns and Mrs. Lewis in gathering the needed data preliminary to drafting the recommendations to be placed before educational officials here.

List of Grievances

The list of grievances of the citizens here is a formidable one. Among them are the following: Dunbar High School is the only colored high school in the state not having a full--time supervising principal in the building as required for secondary schools by the state board of education. The present white principal divides her time between the high school and a white elementary school, so that Dunbar is supervised as an elementary school rather than as a secondary school.

Moreover, the committee pointed out in its special statement to a Journal and Guide representative, Lynchburg is the only city now having such an antiquated arrangement, since all other colored high schools in the state have full-time principals, all of them colored except at Richmond.

The committee has discovered, also that according to the rating of Virginia State College, where most Dunbar graduates go, that the Lynchburg school is rated 7th for all students coming from Virginia high schools, and 19th in comparison to students there from other states.

Application Made

It was learned that no application has ever been made to the Southern Association of Colleges and Secondary Schools for the approval of the local high school. An investigation of the course of study at Dunbar indicated that it was not eligible now to rating by the accrediting association. The school has a very poorly equipped laboratory, which is chiefly used as a rest room, with coats and hats crowded into it and with the only supplies for experimental purposes being kept there.

"One can judge from this what chances for laboratory efficiency in work the students would have with no individual desk and no suitable facilities," the committee's statement declares.

Continuing the report of the committee states. "It is found that the personal welfare of the students is not cared for. For instance, no advice is given them as to what they should take in elective courses, so that they select easy courses that do not prepare them for the more rigid college work.....Needless tc say, the replies to our questionnaires to the colleges reveal almost 100 percent that Dunbar students in all of the colleges are woefully deficient in their preparation."

Principal Scored

According to the committee, "the white principal is never seen with the students on the occasion of the baccalaureate services, which are held in Negro churches. She is never present on class nights; but on the night of graduation, when the superintendent schools and a few members of the school board are present for the commencement exercises, a dress parade is put on for the benefit of the principals white friends—who occupy reserved sections in the auditorium which rightfully belong to the Negro citizens, since Negroes do not attend white commencements."

It is added that "it cannot be seen why colored parents and friends of the seniors are crowded out of their own school exercises."

Continuing, the committee's statement asserts: "There are teachers in the Dunbar High School without college degrees. Why are they kept there and not in the elementary division of the public schools where they rightfully belong?

Makeshift Arrangement

"Even though the state board calls for physical education it is found that only about forty minutes a week are given over to a white physical education teacher, to a few calesthenics for girls. Part of this teacher's time is spent in the principals office for rest and conversation. The boys get no physical training at all. The gymnasium is kept locked practically all day."

Another serious complaint refers to the lunch period rule. "While at both the junior and senior high schools for white pupils, there are up-to-date cafeterias, aside from which the students are permitted to go home or to nearby stores for lunches at will, the white principal at the colored high school sees to it that the colored students go neither to their home nor to the nearby stores for lunch.

"One of the high school teachers runs a personal lunch business, serving hot dogs, cookies, and salmon sandwiches—sold for five cents each. These sandwiches are made in the cloak-room of her classroom.

One-Minute Rule

"No place is provided for the students who eat, and the sandwiches, etc, are consumed on the grounds at recess hour. Leftover sandwiches, cookies, and other items sold by the teacher, are kept and sold on later days. Being unable to go home or to nearby stores, the pupils are forced to eat what is served."

It was learned that the principal strictly enforces a rule allowing the students just one minute to change from one classroom to another, whether it is on the same floor or not.

One of the most serious complaints has been lodged against the history and civics books the students are required to use. The civics book particularly is biased, and teaches the usual claptrap that Negroes are racially shiftless, dishonest, ugly, treacherous, and inferior. And the teacher sticks close to the text in instructing the youngsters, but many of them openly revolt at the Nordic supremacy tripe preached by the books' authors.

Representative Group

It has been contended that the committee and the association of which it is a part is not composed of representative citizens, but a check over the membership roll contradicts this.

President Johns is a prominent insurance company executive; Dr. Trigg is a veteran physician and civic leader, both here and in Norfolk, where he formely practiced; Mr. Lewis is a university graduate and is now in business; Dr. Pettis is a noted physician and an energetic worker in community affairs, and the others on the committee and in the association are representative of many spheres of work and activity embracing the usual constructive community endeavors.

Most of them have children in school, or are definitely interested in the welfare of pupils not related to them.

Lexington, Va., News
July 26, 1934

ADDITIONAL HIGH SCHOOL YEAR FOR COLORED SCHOOL HERE NEXT YEAR

The Lexington school board at a recent meeting agreed to add a third year course to the Lylburn Downing colored high school here for next session. The high school course heretofore has consisted of only two years, and a number of colored citizens had petitioned the board for an additional year. The third year will be put on as a trial proposition for one year, and will, it is assumed, be continued if justified.

The school board at its meeting July 12 reviewed carefully the report and recommendations made by Superintendent of Schools R. M. Irby, in which he estimated the total attendance in the colored high school next year would be fifty, with prospects of nine students for the third year work. Tuition for the high school was fixed at $12.00 a year for Lexington pupils, and at $27.00 a year for out of town pupils. Heretofore, with only two years of high school, no tuition has been charged in the colored school, and the county school board had paid for those coming from out of town. With three years of high school work, however, the board felt that the colored pupils should pay tuition as do the pupils in the white school. No teacher has yet been selected for the third year work. After lengthly discussion the school board on July 12 adopted the following resolution:

Resolved that for the school year 1934-35 with reference to the colored high school for Lexington, Va.:

1 All resident high school pupils shall pay tuition at the rate of twelve dollars ($12.00) per session, and pupils not living in the corporate limits of the Town of Lexington shall pay twenty-seven dollars ($27.00) per session. One-half of the tuition shall be paid at the beginning of the session and the remainder on or before February 1st.

2 That one additional accredited teacher shall be added to the high school staff.

3 That there shall be added for one school year a third year of high school work to the present curriculum.

4 That the continuance of the third year of high school and this additional teacher shall depend upon a material increase in the number of high school pupils and the united support of the colored citizens of Lexington.

5 The necessary equipment is ordered to be bought.

Education - 1934

Illiteracy

Alabama

Montgomery, Ala. Journal
July 2, 1934

TWO COUNTIES

Lowndes county's white population is 14.1 per cent of the total; Jackson county's white population is 92.7 per cent of the total. These two counties, one a typical black belt county and the other a typical so-called white county, emphasize the diversity of Alabama's problems and point to the wide variance in the needs and demands of Alabama's population.

As showing other features of contrast between these two counties, here are some figures:

	Lowndes	Jackson
Population	22,878	36,881
Native whites	3,232	34,179
Foreign born white	14	13
Negroes	19,632	2,688

The persons over 10 years of age who cannot read or write are shown in the following figures:

	Lowndes	Jackson
White illiterates	44	2,534
Negro illiterates	5,095	553

The Alabama counties of greatest white illiteracy rank as follows in percentage:

Geneva	11.3
Jackson	10.3
Coffee	10.2
Cleburne	9.4
Lawrence	9.0
Limestone	8.9
Dale	7.9

It is known that upon the recent visit of Colonel and Mrs. Bibb Graves to Knoxville and in course of their conferences with Chairman A. E. Morgan and Mr. Lilienthal of the TVA they drew special attention to the condition of illiteracy in some of the Tennessee valley counties, particularly Jackson, a county which is split in two by the Tennessee river. The TVA members are understood to have been greatly impressed by suggestions that special demonstration be made in Jackson county of means to remove illiteracy and to establish personal contacts with the people of that region.

If the great resources and talent of the TVA organization can be directed to means of reaching the people of a typical Alabama mountain county such as Jackson it is felt that the lesson will be of incalculable value to all other counties. Those who have studied the subject know that the education of people of this type must be wholly a matter of extension work. The education must be carried to them, for experience has shown that they are not normally inclined to come and get it. Many of them indeed are suspicious of education.

To give to the people of the whole Tennessee valley the full benefits to be expected from the program of TVA it is realized by those in charge that education is a main factor. Jackson could well be made a testing ground to show the world how TVA can reach and help those most deserving of being reached and helped.

MONTGOMERY, ALA.
JOURNAL & TIMES

JUL 2 1934

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Dothan, Ala. Eagle
[illegible]

DOTHAN OPPORTUNITY SCHOOLS SCHEDULED TO OPEN WEDNESDAY NIGHT

White and Negro federal aid schools will open in Dothan Wednesday nigh tat 6 o'clock, it was announced today by Mrs. Catherine Payne, one of the two Houston county federal aid school supervisors.

The white classes will be held at the Rose Hill school auditorium with Misses Alice Sturges, Mildred Payne and Mytrle Napier as teachers. Special courses in arithmetic, english, spelling, writing, and home making will be offered besides the general education and beginners' classes.

Negro classes will be held at the Southeast Alabama High School with Vivian Hilson as teacher, at Southside with Hurdie Batey as teacher and at North Highland school with Bessie Braxton and Bessie Murray in charge.

Persons over the age of 16 are eligible to enroll.

Clanton, Ala., News
October 4, 1934

Adult School Opened

An adult school has opened up in the County Training School community. All negroes are urged to take advantage of this opportunity. Classes are being taught in the Lutheran School building with Mrs. aVnilla Barbour as teacher. If you haven't started, start tonight.

Census Reveals Rise In Illiteracy

Advertiser

Jump Of 9,920 In 2 Years Partially Ascribed To Changes In State Laws

10-24-34

Officials of the Department of Education yesterday described as "startling" the increase of almost 10,000 school-age illiterates in Alabama during the last two years.

A. R. Meadows, supervisor of attendance and child accounting, announced that the 1934 school census showed there were 105,876 children in Alabama between the ages of seven and 20 who cannot read or write, a gain of 9,920 over 1932.

"Although these figures are not fully comparable, due to certain changes in the laws governing the age of admission to school and to minor changes in the method of computing ages, a careful analysis leads to the conclusion that at least no gain has been made in reducing the number of illiterates," said Meadows.

"As long as Alabama permits children to grow up in ignorance, it is certain that little progress can be made toward removing illiteracy, despite the money and attention which may be devoted to adult education.....

"Favorable court support would be very helpful in many cases of obstinacy and indifference," Meadows commented. "Society can afford to make the enforcement of the compulsory school law more popular than the failure of enforcement. The first claims against the revenues of the State—is heavy, and will continue to remain so long as so many people are growing up on the brink of illiteracy.

"Textbooks should be provided for the elementary schools at State expense. Some selfishly interested people use the lack of textbooks as the pretext to secure child labor on the farm.

"A closely coordinated, efficient program to give relief to children where needed, and to help them to adjust to the home and school environment, helps children to take advantage of educational opportunities offered.

"The relief load in Alabama is heavy. It will continue to remain heavy as long as so many children are permitted to grow up in ignorance. The burden of

Education - 1934

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Jackson	10.3
Coffee	10.2
Cleburne	9.4
Lawrence	9.0

DOTHAN OPPORTUNITY SCHOOLS SCHEDULED TO OPEN WEDNESDAY NIGHT

White and Negro federal aid schools will open in Dothan Wednesday nigh tat 6 o'clock, it was announced today by Mrs. Catherine Payne, one of the two Houston county federal aid school supervisors.

The white classes will be held at the Rose Hill school auditorium with Misses Alice Sturges, Mildred Payne and Mytrle Napier as teachers. Special courses in arithmetic, english, spelling, writing, and home making will be offered besides the general education and beginners' classes.

Negro classes will be held at the Southeast Alabama High School with Vivian Hilson as teacher, at Southside with Hurdie Batey as teacher and at North Highland school with Bessie Braxton and Bessie Murray in charge.

Persons over the age of 16 are eligible to enroll.

Clanton, Ala., News
October 4, 1934

Adult School Opened

An adult school has opened up in the County Training School community. All negroes are urged to take advantage of this opportunity. Classes are being taught in the Lutheran School build- with Mrs. aVnilla Barbour as teacher. If you haven't started, start tonight.

Census Reveals Rise In Illiteracy

Gadsden

Jump Of 9,920 In 2 Years Partially Ascribed To Changes In State Laws

10-24-34

Officials of the Department of Education yesterday described as "startling" the increase of almost 10,000 school-age illiterates in Alabama during the last two years.

A. R. Meadows, supervisor of attendance and child accounting, announced that the 1934 school census showed there were 105,876 children in Alabama between the ages of seven and 20 who cannot read or write, a gain of 9,920 over 1932.

"Although these figures are not fully comparable, due to certain changes in the laws governing the age of admission to school and to minor changes in the method of computing ages, a careful analysis leads to the conclusion that at least no gain has been made in reducing the number of illiterates," said Meadows.

"As long as Alabama permits children to grow up in ignorance, it is certain that little progress can be made toward removing illiteracy, despite the money and attention which may be devoted to adult education.....

"Favorable court support would be very helpful in many cases of obstinacy and indifference," Meadows commented. "Society can afford to make the enforcement of the compulsory school law more popular than the failure of enforcement, or take the enforcement of the law out of politics.

"Textbooks should be provided for the elementary schools at State expense. Some selfishly interested people use the lack of textbooks as the pretext to secure child labor on the farm.

"A closely coordinated, efficient program to give relief to children where needed, and to help them to adjust the home and school environment, helps children to take advantage of educational opportunities offered.

"The relief load in Alabama is heavy. It will continue to remain heavy as long as so many children are permitted to grow up in ignorance. The burden of

Eufaula, Ala. Tribune
October 20, 1934

ILLITERACY IN ALABAMA

According to the 1934 school census, Alabama has 105,876 children of ages 7-20 inclusive who are illiterate. This is over a tenth of a million, and nearly one-eighth of the 839,439 children in the state between the ages of 7-20. In 1932 the total number of 7-20 age children listed as not being able to read and write was 95,956, or 9,920 less than the number so listed during the present census. Although these figures are not fully comparable, due to certain changes in laws governing the age of admission to school, and to minor changes in the method of computing ages, a careful analysis leads to the conclusion that at least no gain has been made in reducing the number of illiterates among children of school age. Somewhat more significant for comparative purposes is the number of 8-20 year old children classed as illiterates. In 1932 this number was 66,535, while in 1934 the number was 70,083.

These figures are based on the 1934 census returns from all counties and cities in the state, and recently compiled under the direction of Austin R. Meadows, supervisor of attendance and child accounting in the division of research and information in the state department of education.

The number of negro children 7-20 years of age who are classed as illiterates is approximately 50 per cent greater than the number of illiterate white children. There are 64,258 negro illiterates, and 41,348 white illiterates. In the 16-20 age group there are 5,054 negro illiterates and 1,936 white illiterates. 96,249 of the total of 105,876 among the 7-20 year old illiterates are in rural districts. 58,972 of these are negro, while 37,277 are white. Every county in the state has at least some white children of compulsory school age who cannot read and write.

Montgomery county, with 1.32 per cent, has the lowest percentage of illiteracy among the white children of ages 7-20 inclusive of any county in the state. More than 12 per cent of the white children in Cleburne, Coffee, Conecuh, Jackson, Lawrence, Limestone, Morgan, Washington and Winston counties are classed as illiterate. More than 40 per cent of the negro children of ages 7-20 are illiterate in Barbour, Cleburne and Henry counties.

Coming down to our own Barbour county, we find that only nine other counties in the state have a greater percentage of illiteracy among white children from 7 to 20 years of age than Barbour has, while illiteracy among colored children of the same ages is 56 per cent—the largest for any county in the state. In other words, there are 387 white children and 2,321 negro children in this county who can neither read nor write.

Within Eufaula (no figures are given for the other towns in the county) the record is somewhat better. White children number 572, with 44 illiterates, or a percentage of 8; negro children, 533, with 79 illiterates, or a percentage of 15. However, while the illiteracy here in Eufaula shows a less percentage than for the entire county, there are only eight other cities in the state with greater percentages.

These are cold facts, demanding the attention of every person in this proud old county.

Birmingham, Ala., News
October 17, 1934

Negroes Quickly Learn To Write To Obtain Relief

What is said to be one of the shortest and most effective lessons in writing on record is reported by J. C. Robbins, work director in Coffee County for the Alabama Relief Administration. He had noted that 350 Negroes on the relief roll made an "X" instead of signing their names to the payroll.

Arrangements were made with high school officials and when the illiterate Negroes applied again for their pay he assigned a high school student to each of the 350 persons on the payroll with instructions to the latter not to come back until they were able to sign their own names.

It worked. When next payday came every one of the 350 Negroes marched up and signed his name when it was called.

ILLITERACY LOWEST IN THIS COUNTY

Only Two Per Cent Of White Children In Rural Area Cannot Write

Rural Montgomery County has the smallest percentage of illiterate children between the ages of seven and 15 of all counties in the State, according to figures compiled by Dr. E. L. Morphet, director of research and information, of the State Department of Education.

Only two per cent of the 2,232 white children in the 7-15 age bracket in the rural districts of this county cannot read and write, Dr. Morphet's table shows. Other rural counties with low percentages of illiterates include Wilcox with six per cent; Mobile, seven per cent; Lowndes three per cent; Marengo, five per cent; Russell and Sumter, four per cent each; Tallapoosa, five per cent; Macon, six per cent each; Greene, five per cent; Bullock, seven per cent; Chambers, three per cent; Clarke, seven per cent; Coosa, Dale, and Jefferson, six per cent each; Hale, seven per cent; Lamar, seven per cent; Lauderdale, Baldwin, Talladega, and Madison, nine per cent each.

Conecuh, with 24 per cent of its children unable to read and write, has the highest ratio of illiterates, with Coffee and Lawrence next, each with 23 per cent. Illiterate whites in Winston, Limestone, Jackson and Cleburne are 18 per cent or above.

Illiteracy among negro children shows a higher ratio than exists among whites in practically all the counties. Jefferson, with six per cent, has the lowest of any county except Winston, followed by Marion with 10 per cent.

The percentage of illiterate negro children in the rural districts of Montgomery County is 18, which is far below the average for the State. Autauga, with 48 per cent and Wilcox and Coffee, each with 46 per cent, have the highest ratio of illiteracy among the colored race.

The table shows that rural white children in Alabama total 291,067 and negro children 168,905. Illiterates among the white aggregate 35,457 for an average of 12 per cent, compared with 54,224 and a 32 per cent average for negroes.

In Winston County, there is not a single colored illiterate child, although only 10 of the school age class are in the rural districts.

Education-1934

Georgia.

Illiteracy

Albany, Ga., Herald
February 3, 1934

NEGRO ADULT SCHOOL TO OPEN HERE MONDAY

Under the CWA educational program, which has been brought about through CWA funds, William T. Dye has been appointed by CWA officials to oragnize and teach an elementary school for Negro adults. This school will open at his home Monday afternoon, February 5, at 4 o'clock. Two classe will be held daily. Classes will meet from 4 to 6 o'clock in the afternoon and from 7 to 9 o'clock at night.

All Negro adults who have not compleed the elementary grades and who are more than 14 years of age, are eligible to enroll at this school. No admission or tuition fee will be charged.

All persons desiring to enroll in this school are asked to enroll at his home, 422 Planters Avenue, Monday afternoon at 4 o'clock, and Monday night at 7 o'clock.

Missouri.

Education-1934

Illiteracy.

COLUMBIA, MO.
MISSOURIAN

SEP 29 1934

NEGROES TO FORM CLASSES

Arrangements for Adult Education Work to Be Made Thursday

Arrangements for another meeting of Negroes interested in organizing classes in adult education were made at the initial gathering of the group Thursday night at Douglass School.

This action was made necessary because the attendance at the first meeting was so small that classes could not be organized.

The meeting was supervised by E. L. Ragar, superintendent of adult education in Columbia, and W. E. Rosenstengel, superintendent of schools.

In order to get enough to fill the classes, one person interested in each subject was chosen to contact others interested in the same project so that organization could be completed at the next meeting.

After classes have been organized arrangements will be completed to furnish teachers for the groups.

The meeting next Thursday night will be held at Douglass School at 8 o'clock.

Approximately forty persons attended the first meeting of the group.

Education—1934

Illiteracy

New York.

CORTLAND, N. Y.
STANDARD

SEP 11 1934

Decline of Illiteracy

Announcement that the national government will mobilize 40,000 now unemployed teachers this winter in a drive on illiteracy revives interest in census figures on illiterates, that is to say, persons who cannot write any language.

In 1930 the United States had 4,283,000 illiterates, or 4.3 per cent of the population 10 years old and over. That was a large decline from the 6 per cent who were classified as illiterates when the census of 1920 was taken, but in Alabama four years ago 12.6 per cent of the inhabitants more than 10 years old were illiterate. In Louisiana they numbered 13.5 per cent, in Mississippi 13.1 per cent and in South Carolina 14.9 per cent. The high percentages in the Southern states were due largely, of course, to the Negro population.

In New York four years ago the number of illiterates was 389,000, or 3.7 per cent. Illiterates constituted 3.5 per cent of the total inhabitants in Massachusetts, 2.3 per cent in Ohio, 2.4 in Illinois and less than 1 per cent in Iowa, the smallest percentage in the country. Illiterates in the white population in 1930 numbered 2,407,000, a decline from 4 per cent to 2.7 per cent in 10 years. Illiteracy among Negroes declined from 22.9 per cent to 16.3 per cent in the decade, leaving a total of 1,514,000.

These figures show that illiteracy is decreasing at a rather rapid rate in all classes of the population and in all parts of the country. But they also show that the tota number of persons who cannot write is surprisingly large for a nation where education is compulsory, a fact which is explained, of course, by immigration and our Negro population. And among the young foreign born the percentage of illiteracy is small, though large among adults of this class.

That a large number of adults can be taken out of this classification by a drive directed by the government is not certain. But it would give work to thousands of unemployed teachers, whose plight is particularly distressing, and it would surely give some further momentum to the decline in illiteracy.

Education—1934

Illiteracy

South Carolina

CHARLESTON, S. C.
NEWS

MAY 16 1934

Literacy and Ignorance

A recent expression of Dr. Croft Williams, sociologist, a member of the faculty of the University of South Carolina, that ignorance "is the chief cause of crime in this state, with poverty, an out-of-date penal system, and weakening of moral fiber ranking next in order," receives comment from the press.

No data are available pointing to a substantial decrease of crime in South Carolina in the last forty years. The general belief is that crime increases. In this period illiteracy has greatly decreased. Forty years ago 20 per cent or more of the white people could not read or write. The percentage of illiterates has been reduced approximately to 5 per cent. Negro illiteracy has been reduced nearly to 25 per cent. In 1894 probably a majority of the negroes could not read or write.

These are facts, but they do not impair the truth of Dr. Williams's statement. Universal literacy by no means implies the removal of popular ignorance. Literacy is an aid, the greatest of mechanical aids, to the removal of ignorance but is in no sense a cure for it.

Greenville, S. C. News
October 20, 1934

Negro Teachers Will Talk With Supervisor

Negro adult teachers of Greenville county will hold a conference with Miss Flora McKelvey, county supervisor of adult education, at 10:30 o'clock this morning at the office of James F. Whatley, county superintendent of education.

Adult schools for negroes will begin operating at 12 county points Monday morning.

Greenwood, S. C. Index-Journal
October 21, 1934

Adult School for Negroes Opening

The West Side Adult School for Negroes will open Monday, Oct. 29, at 6:30 o'clock, according to announcement by Nezzie L. Holliday, instructor. A large number of students will be enrolled and those in charge hope to make this session the biggest in its history.

Education — 1934

Industrial Schools.

Georgia.

AN IMPORTANT SCHOOL

To the Editor of The Telegraph:

I notice that Rev. J. T. Saxon and his friends have erected a new building for the Memorial Trade School for Negroes. Many things about this enterprise are appealing. In the first place, it supplies a great need. It trains servants who go into the homes of the white people. It insures health and cleanliness among those servants. It trains laborers and mechanics among the Negro youth of the city.

I am in position to know that many illiterates are taught to read and write and that good manners and good morals are stressed at all times. The students coming out of the school have a better understanding of the tactful and proper relationship between employer and employe than would be possible without the training.

I am glad to see that the institution is being given so much encouragement. In erecting the new building the Negro friends who could not give money gave their labor when they could get away from their efforts to make a living. The white people gave money, and in this way the school has grown to important size, and it does not lack for patronage. From a modest beginning it has become something the state can well afford to foster.

A WHITE SYMPATHIZER.

Telegraph
8-28-34
Macon, Ga.

Education - 1934

Industrial Schools.

MUSKEGON, MICH. CHRONICLE
Wednesday, April 4, 1934

NEGRO SCHOOL IS PLANNED BY NEWAYGO GROUP

Baldwin, April 4.—One of the most ambitious plans for emancipation of the Negro race since the founding of the Tuskegee Institute has been announced following the incorporation of the Idlewild Normal and Industrial institute, a $10,000 nonprofit organization, which will break ground for its school on the border of Idlewild Colored resort near Baldwin early in May.

Nine leading business and professional men of Idlewild, Baldwin, Reed City, Fremont and Detroit are incorporators and directors and a campaign will start immediately to finance the venture through popular subscriptions, endowments and bequests.

The first unit of the school will be a 44 by 70 stone-stipple building, 2½ stories in height, located on the foundation's 40 acre tract on US-10 opposite the entrance pillars to Idlewild, four miles east of Baldwin. The upper floor will be used for dormitories until cottages can be constructed to house students and instructos, and $5,000 in labor will be provided through PWA channels, it is announced.

Officers and directors of the institute are: President, Fritz Reber, Fremont merchant; vice president, Dr. Carlton W. Winsor, Reed City physician; secretary, C. E. Charleston, Idlewild real estate dealer; treasurer, Robert J. Smith, Baldwin banker; E. G. Branch, White Cloud real estate dealer; Dr. F. H. Clapp, pastor, Reed City M. E. church; Rev. H. Franklin Bray, pastor Idlewild tabernacle; Ray Trucks, Baldwin attorney and abstractor; Rev R. L. Bradby, pastor Second Baptist church, Detroit.

Industrial Schools.

JIM-CROWISM AT HAMPTON INST. CAUSES STIR

Visiting White College Students' Presence Is Responsible

(Reprint from last week's City Edition)

Special to Journal and Guide

HAMPTON, Va.—Students are being jim-crowed on their own campus at Hampton Institute this week, on orders of the administration, which during the past several months has showed a discriminatory tendency which has caused sharp criticism from many alumni and other sources interested in the institution.

Girl students in Kelsey Hall, newest dormitory on the campus, must enter by the back door and cannot pass through, sit in, or talk in the reception or lounge room. In James Hall the toilets in one wing are not to be used by male Hampton students.

The cause of this situation is the aniversary celebration and the presence on the campus of approximately 150 white students from colleges in both the North and the South, there to have "a discussion of the mutual problems facing the white and colored students," according to an announcement of the school.

The visiting white girl students in Kelsey Hall include several from Southern colleges, while the visiting male students include some from the South also. Hampton students and other colored persons on the campus are embarrassed.

Banned From Dance

The embarrassment of discriminations not only reared their heads on the campus, but the white student visitors had an unpleasant experience Thursday night, April 26, when some of them attended a dance given in the city of Hampton. Hampton policement forced them to leave the hall, under threat of being arrested.

A party of the visiting college boys and girls, interested to see something of the social side of Negro life, went to the dance, at which the Royal Hamptonians, a student band, played. After being around for a while they decided to dance, some of them with colored young men.

They had been told by the operator of the dance hall that participation in the dance on their part might have such an embarrassing result, but the students felt otherwise—for a while. The presence of the officers is explained as customary at intervals at a dance at which admission is charged.

Forced To Leave

The students refused to leave at first. The county sheriff and later the Hampton commonwealth's attorney visited the hall in order to force the "intruders" to leave. Some of the students later said that they were roughly spoken to. They explained that it was their first such experience and that they did not realize the result would be what it was. No social function was scheduled for the entire group on the campus.

After news of the dormitory jim-crowism became generally known, the Hampton girl students living in Kelsey Hall were invited to attend an informal reception in the lounge of the hall, at which they were permitted to meet and talk with the visiting white girls who were stopping in the dormitory.

From what your correspondent can learn, Dr. Arthur Howe, the president, is not wholly responsible. Instead, certain influential white officials and staff members at the school are reported to keep him under pressure to make these concessions to traditional prejudices and jim-crow practices.

There are white hotels in Hampton city, Newport News and Old Point with ample capacity to house these visiting groups, in addition to the Institute "Guest House" and Holly Tree Inn, where white guests are always entertained.

The beds on which the visiting students and others are sleeping in here have been supplied with brand new mattresses, of a better quality than those used by students. When the visitors go, the new mattresses will be stored until they return next year, and the students will begin sleeping again on the old ones.

One reason for the slowness with which students seek to protest formally against such things is that the scholarship system which Hampton employs makes it imperative that they not get in bad with the officials, the system hog-tying them in a manner. Students who get the disfavor of the officials are deprived of their scholarships and generally have to leave school.

Many things about the anniversary program which have not before been emphasized to the detriment of others are noticeable, and are seen as indicative of a changed attitude of the institution concerning the program of education for its students.

Georgia.

Education - 1934

Libraries.

Atlanta, Ga. Journal
September 2, 1934

First $5,000 Received For Library at Albany

A $10,000 library has been donated to the Georgia Normal and Agricultural School for Negroes at Albany by Miss Caroline Hazard, of Rhode Island, Andrew Kingery, secretary of the State Board of Regents announced Saturday.

Mr. Kingery said that $5,000 of the amount had been received Saturday from Miss Hazard, who is a former president of Wellesley College for Women, and that work on the library will begin immediately

New York.

Education - 1934

Libraries.

Schomburg Collection in N. Y. Rivals that of J. P. Morgan

Exhibits Side by Side at the Public Library. This Group is Only Part of Entire Collection. Remainder on Permanent Display at West 135th Street Library in Harlem.

On exhibit at the main public library on 42nd Street in New York City is part of the Schomburg collection, the whole of which was acquired by the city of New York. There is enough of it on display to make it inspiring.

One may see, for instance, an illustration of the good done by the Manumission Society of New York for the colored people of the state, established by William Duane, John Jay and Alexander Hamilton, in that it taught Negroes how to use their heads and hands.

From that organization developed the New York African School, out of which came many Negroes who fought vigorously with voice and pen for the liberation of their people, as Peter Williams, Jr., and William Miller.

There is also a manuscript of Lemuel Haynes, noted Negro pastor of a white New England congregation, and a great foe of slavery; the original of the engraved figure of a kneeling slave that was used by the Anti-Slavery Society as its emblem, the work of Patrick H. Reason, great anti-slavery engraver and a Negro.

There are also manuscripts by Alexander Crummell, Henry Highland Garnett, and others, giving visible evidence of how Negroes of that time fought to down slavery. Verily there were fighters in those days.

In poetry there are among others, the manuscripts and first editions of Phyllis Wheatley, Paul Laurence Dunbar, Placido and Nicolas Quillen, a Cuban poet, whose work is described by Carleton Beals as a "violent singing, lilting outburst of the Negro heart."

Particularly touching is a letter of Paul Laurence Dunbar to Alexander Crummell, telling of his recognition by Century Magazine and how hard it was for him to sing in the dark, but which at the same time voiced his unconquerable optimism for, said Dunbar, "I find that two of the sweetest songbirds, the nightingale and the mocking-bird, do the same."

Calls Frenchman Hypocrite

From Haiti are two proclamations by General Leclerc, one to the Spanish speaking people, and the other to the French-speaking Negroes, and which read: "We are all Frenchmen now," thus revealing the hypocrisy of Leclerc, for he had been sent there by Napoleon to re-establish slavery.

There is also a copy of the Royal Gazette of Haiti, in which Prince Sanders, a Negro and a friend of George IV, of England, is mentioned. Sanders, who was a native of Vermont, was the first teacher of English engaged by Chistophe. Of Toussaint L'Ouverture, there are eight original proclamations, one of which orders the English to get out of Haiti.

In music there is one of many symphonies by the incomparable Chevalier de St. Georges, who was the greatest swordsman of his time and who set the fashions both in England and France. In modern painting there are several works from the brush of Albert Smith.

This exhibit, as was said, is but a very small part of the Schomburg collection. The remainder is housed at the West 135th Street Library. Just now there is on display what is perhaps the most complete collection of the portraits of the three Dumases—father, son and grandson, who were the glory of France for a full century.

A complete collection of the dramas of Victor Sejour, a French Negro, who was the secretary of Prince Louis Napoleon, and the most popular dramatist in the France of his day, is also on display.

MAIN LIBRARY GETS SCHOMBURG EXHIBIT

Literature and Art Bring Memories of Renowned Negroes of Past

The New York Public Library has arranged an exhibition of books prints and manuscripts, comprising recent additions to the Arthur A. Schomburg collection of Negro history and literature in the small exhibition room on the main floor of the central building, which was opened last Wednesday.

The Schomburg collection, which covers every phase of Negro life, culture and art, was acquired for the reference department in 1926. It has been placed on deposit (for reference use only) in the 135th street branch, the center of the library's work with Negroes. Some of the more interesting recent additions to the collection have been selected for display.

Of special interest is the fact that practically every item shown not only deals with some aspect of Negro life, but is the work of a Negro. The first section of the exhibition is devoted to early religious, educational and philanthropic activities, particularly in New York, to the movement for the abolition of the slave trade, and to early efforts for race advancement.

Lemuel Haynes, Alexander Crummell, Frederick Douglass, John Edward Bruce ("Bruce Grit") and Booker T. Washington have been given special notice.

"The Negro and the Arts" forms the subject of the next group, with special mention of Phillis Wheatley, Paul Laurence Dunbar and Patrick Henry Reason. Two living artists whose work is represented are Albert A. Smith and W. M. Farrow. Two cases are devoted to Toussaint L'Ouverture and Haiti in the early years of the Nineteenth century. The exhibition will remain on view through the month of Januarv.

135th St. Library Has Exhibit On "Uncle Tom's Cabin"

9-15-34

One of the more interesting recent exhiibts held in the Negro Division of the 135th Street Branch Library is that now being shown of "Uncle Tom's Cabin" and of Josiah Henson, the escaped slave who served Harriet Beecher Stowe as a model for her most important character, Uncle Tom.

On display is a copy of "The Life of Josiah Henson, formerly a Slave," first published in 1849, which aroused Mrs. Stowe's interest in the author and from which she constructed in part her picture of Uncle Tom.

Henson became popularly identified as the hero of Mrs. Stowe's novel, and as English and American printings of the book, which was translated into no less than twenty-three languages, quickly ran to the thousands, Henson's autobiography was swept along on this tide of unprecedented popularity and enjoyed a considerable sale both here and in England. As late as 1876 he was preparing enlarged editions of the life and some of these later biographies with prefaces by Mrs. Stowe, are displayed.

Another book that interested the author of "Uncle Tom's Cabin" was Henry Bibb's "Narrative of Slavery." Opposite the title page of this little volume, with its elaborate goldtooled binding of the period, is a portrait of Bibb by Patrick Reason, a Negro engraver who illustrated a number of books published during the 40's and below this portrait is a tiny vignette which shows the youthful Bibb fleeing before the slave owner, with the following explanation: "David Lane after Henry Bibb in Louisville, Kentucky, June 1838. The object was to sell Bibb in the Slave market but Bibb turned the corner too quick for him and escaped." It is very fortunate that Bibb did turn the corner "too quick for him." Otherwise we might have missed one of the most vigorous and diverting of all the slave narratives, and there is also the possibility that we might have had a different and less effective "Uncle Tom's Cabin."

No less interesting perhaps than the Rev. Mr. Henson's autobiographies are the books from his library. In 1876, he and Mrs. Henson went to England to raise money for schools and churches for the colored people in the part of Canada where they had lived since Henson's escape from slavery. They were entertained at Windsor Castle and received numerous gifts, many of which were books. Among those shown are a copy of Burns' poems presented to Mrs. Henson by Queen Victoria, "Arrows and Anecdotes," presented by Dwight L. Moody, and others from various individuals and organizations, most of them inscribed or autographed by the donors.

Another biography, less important than those of Henson, is "The Autobiography of the Rev. E. Matthews, the Father Dickson of Mrs. Stowe's Dred." As Henson had served Mrs. Stowe as a model for Uncle Tom, so did Mathews serve as a model for her Father Dickson, and neither later scorned to turn an honest penny by telling people about it. "Dred" of course never attained the popularity of "Uncle Tom's Cabin" and thus the business of being Father Dickson was correspondingly less important than that of being Uncle Tom. The Rev. Mr. Mathews, however, was not a man to bury his one talent. Like many of the books of the latter half of the past century, this one carries a portrait of the author, though in place of the customary engraving, we have an inserted photograph.

There are copies of "Uncle Tom's Cabin" in several languages. One, a finely bound and rather lavishly illustrated English edition, shows a picture of Eliza crossing the ice—possibility the best known incident in American fiction. We must turn to American art for an ice crossing as celebrated—Washington's comparatively safe passage of the Delaware.

So great was the controversy that arose over the truthfulness of "Uncle Tom's Cabin" as a picture of slavery that the author prepared a key "verifying the truth of the work," and this key, like that for Joyce's "Ulysses," was almost as much in demand as the book it purported to explain. One of the copies in an octavo volume of over 600 pages of documentation. Several of these controversial works, some attacking and others defending "Uncle Tom's Cabin," are exhibited. "Progression; or the South Defended," by Millie May, of New Orleans, is made up of several long, earnest and unspired poems "submitted to the consideration of all believers in the monstrosities set forth in "Uncle Tom's Cabin."

There are some seven or eight portraits of Harriet Beecher Stowe and four of Josiah Henson, anti-slavery publications in which Mrs. Stowe collaborated, and biographies or appreciations of Mrs. Stowe dating from a poem written in 1854 when her novel was at the height of its popularity to the book, "Saints, Sinners and Beechers" which came from the press but a few weeks ago.

Among other recent exhibits were a series of twenty-nine lithographs printed in 1835 depicting slavery in Brazil; magazines published in New York since 1859; Haiti, in which there were over twenty portraits of Toussaint L'Ouverture alone; and of the three Dumas—Alexander Dumas, fils, Alexander Dumas, pere, and General Alexander Dumas, father and grandfather of the famous authors.

Education - 1934

North Carolina

Libraries.

Raleigh, N. C., News & Observer
April 16, 1934

Librarians of Negro high schools and colleges and Negro public librarians of North Carolina will meet at Shaw University, April 20 and 21. The program will include addresses by well-known librarians. The advisability of an organization of the librarians of Negro schools and Negro community librarians of North Carolina will be discussed.

Raleigh, N. C. Times
April 14, 1934

NEGRO LIBRARIANS TO MEET AT SHAW

Librarians of Negro high schools and colleges and Negro public librarians of North Carolina will meet at Shaw University, April 20 and 21

The program will include addresses by Miss Marjorie Beal, director of the Library Commission in North Carolina, Robert B. House, executive secretary of the University of North Carolina, Miss J. Mae Shelton, librarian of the State Normal School, Elizabeth City, Miss Nora Beust, professor of children's literature, school of library science, University of North Carolina, and Miss Mollie Huston, librarian, Shaw University. During the meeting the question of the advisability of an organization of the librarians of Negro schools and Negro community librarians of North Carolina will be discussed.

Librarians Form State Organization



At the conference of librarians of Negro public libraries of North Carolina recently held at Shaw University on April 20 and 21, an association of librarians of Negro schools and Negro public libraries of the state was formed. The officers elected were: Miss Mollie H. Huston, librarian of Shaw University, president; Miss Mollie Dunlap, librarian of Winston-Salem Teachers' College, Winston-Salem, vice-president; Mrs. Josephine Sherrill, librarian of Livingstone College, Salisbury, secretary; and Miss Pearl Snodgrass, librarian of St. Augustine's College, Raleigh, treasurer.

Jackson

5-3-34 Washington, D.C.

The conference was opened on Friday afternoon with a welcome address by Dean Foster D. Payne, of Shaw University, after which Miss Marjorie Beal, director of the Library Commission in North Carolina

Education (Lib)

South Carolina

Libraries.

Columbia, S. C. State
May 17, 1934

PATRONS OF LIBRARY INCREASE BY 2,436

Report for Year Ending May 1 Issued—Drop in Adult Fiction Attributed to Less Unemployment. Over 5,000 New Books Added, Bringing Total to 35,879 Volumes.

Fiction reading by patrons of the public library showed a decline for the year ending May 1, but in every other classification, gains were shown, according to the annual report of Mrs. Hagood Bostick, librarian.

During the fiscal year 2,436 new borowers registered at the library, making the total 22,346.

With an increase of 5,524 books, the total book stock reached 35,879 volumes May 1, according to the report.

A noteworthy gain, Mrs. Bostick pointed out, was in the use of books in the rural sections of the county. The increase in this respect was about 6 per cent.

Fiction borrowed by adults showed a decline of about 6 per cent., the total number of fiction lent being 159,704. Non-fiction books borrowed totalled 32,867; fiction for children, 46,430; and non-fiction for children, 16,120.

The county department lent 93,084 books, the school department 60,545; the Phyllis Wheatley (Negro) branch 15,548, and the hospital division 1,300. Thus the total number of books borrowed was 425,598.

Pictures lent by the library during the year totalled 2,583.

The report showed that the reference department had served 16,586 patrons.

The increase in adult non-fiction borrowed from the library was about 5 per cent.; an increase in children's reading about 2 per cent.

Mrs. Bostick said the decrease in the number of books of fiction lent by the library could be attributed to the decrease in unemployment. When unemployment is highest, she said, many turn to fiction.

Saluda, S. C., Standard
May 17, 1934

GEORGIA WRITER PRAISES WORK AT FAITH CABIN

Mr. I. S. Caldwell, feature writer for the Augusta Herald, Augusta, Ga., after visiting a Rosenwald School for Negroes at Plum Branch, Saluda County, S. C., wrote the following in the Augusta Herald in his special colrmn under the caption of:

TRUTH IS STRANGER THAN FICTION

If the reader is inclined to doubt the truth of the statement that truth is stranger than fiction, let it take time to ponder for a few seconds a marvelous piece of work that is being done by Willie L. Buffington, who lives in a mill village in the historic town of Edgefield. If the reader wants to revamp his faith in humanity, let him realize that this mill operative, who works, or did work, 55 hours weekly for twelve dollars, has built a library for Negroes out in the open country in Saluda county.

Wilie Buffington is a young man with a family of his own to support and yet he has found time and means to erect a library building, to beautify the grounds about the building and to place 2,500 books in the library. The library is in Saluda county, hard by a Rosenwald school. An epic in modern life, in racial history is the part that the late Julius Rosenwald played in the educational advancement of the Negro race. And yet the work of Rosenwald is not so significant and outstanding as is the work of an Edgefield mill operative. Rosenwald had millions of dollars and he saw the Southern Negro through a long perspective and it should be remembered that distance lends enchantment. On the other hand Buffingtonlived in a territory where Negroes outnumbered Caucasians. He lived in a territory where Negroes and Caucasians were in direct competition. Very likely the Buffingtons are in a mill village because of poverty that has been brought upon the South by the inefficient Negro share croppers. Our Causasian friends in the far North do not underntand it, but the truth is that there is a vast deal of differnce in looking at the racial problem from a distance of a thousand miles and looking at it from a distance of a hundred yards.

It s this proximity of Buffington to the racial problem and the fact that he himself is poor that makes the achievement of the man the more startling. His educational opportunities were indeed limited he had no wealth except what he earned in the th eternal whir of cotton mill machinery and yetout of the often hidden fineness of human nature, out of the often ignored fact of the brotherhood of the human race he developed one of the most significant achievements in connection with the racial problem.

Buffington is soon to open another library in another section of the county. Very correctly he reasons that the way to modify the lives of the Negroes is to give them food for thought, to use books as a fulcrum to lift their ideals. The Negroes who are, by the hundreds, reading the books in the Buffington libraries are gradually being lifted to a higher level.

From the standpoint of the individuals themselves a wholesome transformation is taking place. From the standpoint of organized society the transformation is equally advantageous. An intelligent, efficient, law abiding citzenship means the creation of more wealth and a decreased expenditure for the suppression of crime.

At another time The Herald will have more to say about the wonderful work of the Edgefield cotton mill operative.

* * *

Mr. Milas J. Tidline, 522 Morgan street, is the Pittsburgh representative of 'Faith Cabin' library. Mr. Tidline says it s the most remarkable nstitution he has been priviledged to see in the South. Mr. Tidline will be pleased to confer with any one interested in aiding this worthy cause for the enlightenment of Negroes in that community.

Education - 1934
- Libraries.

Tennessee

Knoxville, Tenn., News-Sentinel
March 7, 1934

NEEDED SERVICE

THE LIBRARY problem in Knoxville has not been solved by passage of the budget ordinance.

About half of the amount requested, or $35,222.85, was allotted for the year, but with the proviso that this is to be cut to $12,002.85 unless Lawson McGhee and the Free Colored Library be kept open thruout the rest of the year and the branches not less than six hours a day three days a week.

The library officials have arranged to meet the requirements on the branches. But at the same time they have reduced the hours the main library and the Free Colored will be open from 12 1-2 daily and 5 on Sundays to 8 daily and none on Sundays.

It is doubtful, at a time when more people than in past years have time and inclination to use the libraries, whether the shorter hours at the main libraries will be found sufficient.

It would be fine if the Library Board, councilmen and representatives of the Property Owners' Association, which has severely criticized conduct of the libraries, would attempt to get together, forgetting animosities, and see what can be done co-operatively to assure the public adequate library service.

Chattanooga, Tenn., News
March 9, 1934

Rosenwald Representative To Plan Library Survey

S. L. Smith, Southern representa-

tive of the Rosenwald fund, and Edward Wight, graduate student of the University of Chicago Library School, will be in the City Saturday to make preliminary contacts toward making a library study in Chattanooga, Miss Nora Crimmins, librarian at the Chattanooga Public Library, stated Friday morning.

If undertaken, the survey will be under the general supervision of Dean Louis Wilson, of the University of Chicago Library School, and appointments will be made with the cooperation of County School Superintendent A. L. Rankin and City School Superintendent W. T. Robinson, Miss Crimmins said.

Nashville, Tenn., Banner
April 8, 1934

NASHVILLE'S LIBRARY

The recent change of name of the Carnegie Library of Nashville to the Nashville Public Library calls attention to that splendid institution, one which serves highly useful ends for the city's large student population and furnishes a source of continuing entertainment to thousands upon thousands of residents, old as well as young.

Nashville's public library facilities began in 1885 with the old Howard Library, which was for years installed in the Watkins Building. In 1901 the Carnegie Library was chartered to accept an offer of $100,000 made by the famous iron magnate for the erection of a suitable library building, and J. Craig McLanahan contributed the present site of the building. On September 19, 1904, the Carnegie Library was opened in its present home. Since that opening three branch libraries have been established in the city, in East and North Nashville, and a Negro branch, each in a building costing $25,000, the funds for which were furnished by the Carnegie Corporation. A West Nashville Station was opened in 1932, and in 1931 a business branch.

Since the founding of the library it has been maintained by funds appropriated by the city. In 1931 and 1932, the municipality appropriated $55,000 a year for its maintenance; in 1933, $45,000, and for 1934, $35,000, representing heavy reductions in funds, and occurring at a time when perhaps the heaviest demands were being made upon the institution but necessitated by economy.

There are now reported to be over 30,000 registered patrons of the circulating department of the library as compared with 24,000 five years ago. In 1927 the circulation of books amounted to 200,000, a figure which was doubled by 1932. Then there came a slight slump to 378,601 which is attributed to the fact that a reduced maintenance fund necessitated a reduction in the purchase of new books.

In addition to the circulating feature of the library, among others, there is maintained a reference department well supplied with books and operated to the satisfaction of thousands of seekers for information and serious instruction rather than recreational readings.

Several months ago the Saturday Evening Post took occasion to sound the praises of public libraries generally, with particular reference to the long period of depression, and the library's part in "making the depression endurable." It was suggested that the public libraries had been among the first institutions whose activities had felt the effect of drastic economies. "This is no plea," said the Saturday Evening Post, "for exempting libraries from the necessities of tax reductions. They must take their fair share of economy. But it is doubtful if the services performed by libraries are adequately appreciated or put in the right niche by public opinion. Libraries are always taken for granted by the public which uses them."

Nashville's Public Library is best appreciated by those well acquainted with its services to its public, and the splendid management it has always enjoyed. In a city which has such a large student population, adequate library facilities constitute a highly necessary asset.

Education

Libraries.

SAN ANTONIO, TEX.
EXPRESS

APR 1 1934

FOR THE COLORED BRANCH LIBRARY'S SUPPORT

To raise funds for supplementing its very scant maintenance budget, that it may the better meet the steadily growing demands for books and periodicals, the Colored Branch of San Antonio Public Library will give a concert in its auditorium next Thursday night.

Even were no benefit to a good cause involved, the music-lover would be well rewarded for the time devoted to that entertainment. After the program, he doubtless would remark that it was worth several times the small admission charge. Numerous trained voices, assisted by a large chorus, will sing the well-loved spirituals and other native songs as only the negro can render them. The Southern Melody Club, church choirs and school music groups, as well as soloists, are on the program, that Branch Librarian Curry is sponsoring.

While the concert deserves generous patronage on its own account as a musical event, it also should receive community support as an example of self-help. San Antonio school children lately have responded admirably to the Library officials' appeal that they gather book-gifts for the system as a whole—crippled by lack of money to buy new or rebind old volumes—that it may restore the service to something like normal standards. Thus far those boys and girls have done well, indeed; and the good work still is going on.

That civic project is the type of service which the negro community—both child and adult—in degree has been rendering its branch library all along. It is true the average home there has few books to give, but it has contributed without waiting for a formal "drive". Moreover, the patrons have given both materials and labor for building-maintenance, for redecorating the interior, beautifying the grounds and other improvements. Consequently, the Colored Branch Library building at North Hackberry and Center Streets would do credit to a larger and richer community.

Such spirit deserves recognition and encouragement from the community as a whole. The colored citizens have shown they appreciate their library, not only by using it, but also by working for it. They have proved their desert of considerably better facilities than the Public Library system can provide from its present sharply curtailed resources. The record here cited is sufficient assurance that books put into the patrons' hands will yield the larger community worth-while returns. The few cents spent for a benefit concert ticket therefore will be well invested.

Wichita Falls, Tex.
TIMES

APR 27 1934

THE NEGROES' LIBRARY

The Lions club of Wichita Falls deserves the thanks of the citizenship, white and negro alike, for the consummation of its effort to provide a public library for the negroes of this city. That undertaking has a significance quite out of proportion to the size of the institution and the cost of it. It is a modest library and the amount involved in establishing it, we are told, was a negligible one. The spirit of the undertaking, much more than the material results, gives it significance. It will be under the supervision of the Kemp public library and that is in keeping with the attitude of the man who made that institution possible.

The Lions have rendered an important service to the community in this task.

Alabama.

Education - 1934

Money for

Tuskegee Institute Gets $5,000 In Woman's Will

Advertiser 1-31-34 Montgomery Ala.

DEDHAM, MASS., Jan. 18.—(AP)—Bequests of $5,000 each were made in the will of Miss Katherine Lane Gould, of Brookline, to Hampton Normal and Agricultural Institute, Tuskegee Institute, Berea College and the American Unitarian Association.

The will was filed in Norfolk County Probate Court today.

School At Tuskegee To Receive $2,000 Bequest

Advertiser 2-10-34

NEW YORK, Feb. 9.—(AP)—The Tuskegee ~~(Ala.) Normal~~ and Industrial School will receive $2,000 under the will of Richard Sidenberg, who died March 16, a transfer tax appraisal filed today showed.

HAMPTON, TUSKEGEE GET $2,000 EACH

Ala. Christian Advocate 3-14-34

CAMBRIDGE, Mass.—Public bequests of $2,000 each to Hampton Institute, Tuskegee Institute and Calhoun (Ala.) School were included in the will of Mrs. Annie Longeflow Thorpe, last daughter of the poet Longfellow.

The Berry Schools at Mt. Beery, Ga., and the Pine Mountain (Ky.) Settlement School will receive like bequests. Mrs. Thorpe, who was 78, made total public bequests of $23,000 and private bequests of upward of $250,000.

TUSKEGEE GETS BEQUEST

Advertiser 8-2-34 Montgomery Ala.

NORRISTOWN, PENN., Aug. 2.—(AP)—The will of Mrs. Ellen W. Longstreth, of Lower Merion, widow of Charles A. Longstreth, disposes of an estate of $216,000 and includes specific grants to schools and religious, civic, and charitable institutions. If there is a balance these bequests are to be made: Friendsville Academy, of Friendsville, Tenn., $1,000; Berea College, near Berea, Ky., $5,000; Berry Schools, Mount Berry, Ga., $5,000; Tuskegee Institute, Tuskegee, Ala., $5,000.

Education - 1934

D.C.

Money for.

HOWARD'S BILL FOR $605,000 PASSES

Comm
1-27-34

By DUTTON FERGUSON

WASHINGTON, D. C., Jan. 2g.—Last Friday the House of Representatives passed the $31,128,504 Interior Department measure which includes items of $605,000 for Howard University and $258,150 for Freedmen's Hospital.

As a dramatic and successful climax in his efforts to prevent Howard University from abolishing its school of engineering, Representative Oscar DePriest, of Illinois, tagged an amendment on the Interior Department appropriation bill just before it passed the Lower House of Congress.

Representative DePriest declared that he understood that the trustees of the university planned to use the appropriation for other purposes. In this connection he proposed that the Interior Department measure include an amendment that $20,000 be cut off the Howard University appropriations if the school of engineering be closed.

National Interest In School

Early last fall a special committee, selected by the National Technical Association, meeting in Chicago, met the board of trustees of Howard University in an effort to have the departments of engineering and architecture of the university continued. By its action at a meeting held on April 28th of last year, the trustee board moved to abolish these departments.

John A. Lankford, second vice president of the National Technical Association, who headed the committee, presented a comprehensive array of data on the need for engineering and architectural training at Howard, the achievements of the graduates in these technical fields, and the future possibilities of such professional training.

The board of trustees of the university passed a recommendation "that a special committee of the board be appointed to study all current educational and financial conditions bearing upon engineering and architecture, and to recommend to this board at its January, 1934, meeting the best possible organization and curricula of improved courses in architecture and engineering to succeed the courses at present organized."

Leading architects, engineers and technicians who have been interest-in the continuation of the school of engineering at Howard University, include: Charles S. Duke, Chicago, Ill.; James A. Parsons, Dayton, O.; John A. Lankford, Washington, D. C.; Paul E. Johnson, Chicago, Ill.; J. C. Evans, Dayton, O.; Julius M. Gardiner, Washington, D. C.; B. J. Fauntroy, Chicago, Ill.; Cornelius L. Henderson, Detroit, Mich.; Jas. W. Lucas, Chicago, Ill.; Harold A. Haynes, Washington, D. C., and Augustus D. Watson, Chicago, Ill.

Federal Government To Spend Nearly Two Million Dollars In Howard University Building Program

Age
8-11-34
New York, N.Y.

New Library to Cost $800,000 and Two Other Buildings To Modernize Howard Is Plan of Public Works Administration

WASHINGTON, D. C.—The President and Board of Trustees of Howard University announce that the second step in the Howard University Building Program is now being taken. Simultaneously, three important buildings are being constructed on the University campus—an Educational Class Room Building, at a cost for building and equipment of $460,000; a Chemistry Building to cost $475,500.00. It is hoped that an additional sum for laboratory furniture and equipment may also be secured.

A Heat, Light and Power Planta new Libraby Building, to cost to cost $460,000.00 is also being con-$800,000.00, will begin shortly. The structed. The construction work onmoney for all of these buildings is being provided out of Public Works Administration funds of the Federal Government.

New Educational Class Room Building

On December 7, 1933, contract was awarded the consolidated engineering company, of Baltimore, for the erection of an Educational Class Room Building, and, on the same date, contract was awarded the John Wanamaker Co., Philadelphia, for the office and class room furniture. The Educational Class Room Building will provide ample space for the undergraduate colleges of the university and for the offices of academic administration. The walls of the Class Room Building are now half way up, as shown in the picture above. It is hoped to have it ready at the opening of the next school term, September 25.

This new structure, early American in style, four stories high, is being built of brick and limestone and will be the central unit in the west row of the proposed new quadrangle. Both students and professors are to be provided with complete, efficient and modern facilities for work. 22 class rooms, a lecture hall furnished with moving picture equipment, libraries and 4 psychology laboratories, together with offices of the academic Deans, are to be provided. The structure will cover a ground area of 18,900 square feet, and the building will contain a floor rom space of 56,832 square feet. The Faculty Study and conference rooms will be located on the third floor. In addition to the main locker and rest rooms, convenient retiring rooms for both men and women are being made available on each floor.

Florida

Education - 1934
Money for

Jacksonville, Fla., Times-Union
July 11, 1934

Two Buildings at Negro School Are To Cost $55,600

Times-Union Bureau.

DAYTONA BEACH, July 10.—A contract has been awarded the Grahn Construction Company of Atlanta and Daytona Beach for erection of two new buildings on the Bethune-Cookman College for negroes here. Amount of the contract for the two structures was $55,600. One of the new buildings is to be a dining hall to replace the first of the college buildings, and the other is to be a science building.

Part of the funds for the buildings were furnished by the Rockefeller Foundation, the remainder coming from other private subscriptions, much of it from members of the Methodist Episcopal Church.

Money for.

Fort Valley School Is Named in Will

Twenty-five thousand dollars of the estate of the late George Leask will go to the Fort Valley High and Industrial school, well-known negro institution, on the termination of a life interest bequeathed to Mr. Leask's half brother, Edwin M. Leask of New York, and the latter's wife, it was learned here yesterday.

Mr. Leask died April 2. The net value of his estate is nearly a million dollars.

TEACHERS TO GET TRAINING AND PAY

Grant To Enable Selected Pedagogues To Attend College With Pay

SAVANNAH, Ga., April 26.—(AP) A plan under which selected Georgia school teachers can obtain additional training, attending college while still drawing their pay, has been made public here by Chancellor Philip Weltner, of the Georgia University system.

The program, he said, will be financed by a $12,000 grant from the general education board, and will be carried out largely at South Georgia Teachers' College in Statesboro.

It will be directed, he said, by M. S. Pittman, now with the Michigan State Normal school at Ypsilanti, who will come to Statesboro next fall. The chancellor described Pittman as "one of the country's outstanding educators."

The project also will provide "field work" for student teachers in the normal school. Weltner said such undergraduates, as "cadet teachers," would take the classes of the teachers to be brought to Statesboro under virtual scholarships.

Those to be given the aid, he said, would be rural teachers who show aptitude for the work but need higher educational training to permit them to advance.

A negro college at Forsyth will handle colored teachers in the same manner.

THE MOREHOUSE FUND.

The $25,000 subscription being asked of Atlanta in order that Morehouse College, one of the units of the colored university system, consisting of Morehouse, Spelman and Atlanta University, can secure $300,000 from the general education board, should be raised in a short time by the public-spirited white citizens of the community.

Atlanta University, the graduate school of the system, has an endowment of $2,431,000 and Spelman College for women has an endowment of $2,909,000, while Morehouse College for men has a fund of only $416,000. The general education board has agreed to give the institution $300,000 if a similar amount is raised from other sources, thus bringing the total endowment to $1,000,000.

Of the necessary $300,000, Morehouse has raised $275,000 through an intensive campaign among foundations and well-to-do negroes and sources out of Georgia. Now the college is asking the white people of Atlanta to subscribe the remaining $25,000 needed to insure its being placed on an endowment basis that will enable it to keep pace with the other institutions in the system of which it is a member.

The total value of the plants and endowments of these three institutions exceed $8,500,000 and their operating expenses annually are in excess of $500,000. The $8,500,000 invested in the plants and the endowments have practically all come from outside sources, while the benefit of the operating expenditures is almost entirely limited to Atlanta.

Under these conditions, the request that the white people of this community should contribute the $25,000 necessary to secure the general education board donation is more than justified.

Preston S. Arkwright heads a committee of outstanding Atlanta citizens that has been named to direct the campaign to complete this fund. Its efforts should receive such cordial reception as to assure the early completion of its task.

C. OF C. LAUNCHES DRIVE FOR MOREHOUSE FUND

Atlanta white people will be called upon to contribute $25,000 to aid in completing the endowment fund for Morehouse college, according to a resolution adopted by the board of directors of the Atlanta Chamber of Commerce Thursday. Preston S. Arkwright will head the committee to work toward that end, assisted by 10 men from the industrial committee to be headed by Lamar F. Gordon.

The resolution set out that the Atlanta University system, composed of Atlanta University, Morehouse College and Spelman College, has an investment in plant and endowment of $8,500,000, all of which came from sources outside of the state except about $10,000. The system spends approximately $500,000 annually in Atlanta and has a pay roll of 237 persons.

Morehouse College, the resolution said, is now endeavoring to complete its endowment, which effort where $800,000 from outside sources is contingent upon the white people of Atlanta raising $25,000.

Northern Woman Presents $10,000 To Negro School

ALBANY, Ga., July 27 (AP)—A gift of $10,000 from Miss Carolyn Hazard, Peacedale, R. I., philanthropist, to build a library for students of the Georgia Normal and Agricultural college and Negroes of Southwest Georgia was announced today.

Miss Hazard, well known educator, has made numerous financial contributions to the college here.

The gift was offered to the city commission at a meeting this week and the municipal board agreed to approximate $200 annually for maintenance of the library. An equal sum is expected to be given by the county commission.

The city commission recently voted to name a highway leading to the college Hazard Drive in honor of the Rhode Island woman.

Atlanta, Ga. Journal
July 27, 1934

Donation of $10,000 For Georgia Normal Library Is Announced

ALBANY, Ga., July 27.—A donation of $10,000 for a library for students of the Georgia Normal and Agricultural College and negroes of southwest Georgia was announced Tuesday evening at the meeting of the City Commission.

The donation, which will be used to erect the building, comes from Miss Carolyn Hazzard, Peacedale, R. I. philanthropist, who has generously endowed the college on past occasions In a letter from the donor, read to the commissioners by Dr. J. W. Holley, president of the school, a condition that the city and county must maintain the library was set forward. This yearly maintenance was set at $300 each by the college, and the city commissioners voted an annual appropriation of $300 as its share in the library.

At their next meeting the county commissioners are expected to provide a similar amount.

Kentucky

Education-1934

Money for.

$125,000 Dormitory To Be Built at Ky. State

Louisville Courier Journal

FRANKFORT, Ky.— President R. B. Atwood, upon his return from the University of Chicago graduate school, where he has been studying this summer, announced that $125,000 had been granted to Kentucky State College by the U. S. Public Works Administration. The entire sum is to be used in constructing a new men's dormitory. 9-25-34

The building will be a three-story building accomodating one hundred forty students, four teachers, and the dean of men. The structure will be fire-proof with high grade brick and re-enforced concrete.

Norfolk Va

It is estimated that work on the dormitory will keep fifty men employed for seven months, and that sixty men working for a like period will be required to make the materials to be used in construction. Work is to begin at the earliest convenient moment.

Education -1934

Missouri.

Money for

HUGE SUM TO BE USED FOR NEW BUILDINGS

Coal

Hope That Recommendation Will Materialize Soon Is Expressed

1-2-34

JEFFERSON CITY.—The Missouri State Planning board appointed by Gov. Guy B. Park has recommended $1,612,000 for Lincoln university. This recommendation comes as a climax to several months of study by the board, during which time the needs of the state were discussed from the standpoint of general development.

Such matters as land uses, population, conservation of natural resources, parks and recreation, preservation of landscape, planning methods for cities and counties, and education were considered.

The recommendation of over a million and one-half dollars for Lincoln university indicates that the board is thinking in terms of larger usefulness for the school which serves the educational needs of Missouri Negroes.

To Get New Buildings

A large part of the fund when granted will be used toward a much needed building program at the state school.

The members of the state planning board are: R. W. Selvidge, University of Missouri, charman; J. C. Nichols, Kansas City; General E. M. Stayton, Kansas City; Judge Harry S. Truman, Independence; A. P. Greensfelder, University City; Dean A. S. Langsdorf, Washington university, St. Louis; Dean F. B. Munford, University of Missouri; Major Lloyd C. Stark, Hugh Stephens, Jefferson City; Herbert Bosch, state board of health; Dr. H. A. Buehler, state geologist; Wilbur C. Buford, state game and fish commissioner and T. H. Cutler, chief engineer of the state highway department.

GIVES FIRST $1,000 TOWARD LINCOLN U. $400,000 FUND

NEW YORK.—(ANP)—Lincoln university's special campaign to raise $400,000 got off in double-quick time Tuesday at a luncheon given by Frederick Talcott, a member of the board of trustees, when announcement was made that the first gift, one for $1,000 had come from the Rev. Dr. Walter H. Brooks, for more than 50 years pastor of the Nineteenth Street Baptist church, Washington, D. C.

Dr. Brooks, born a slave and now 83 years old, was graduated from the university in 1872.

In making the gift he stated that he hoped to repay in some measure the gift of $500 which the Presbyterian board had made to him while a student at Lincoln. The board replied that it had been magnificently repaid in Dr. Brooks' "many years of faithful and eminent service."

The fund now sought will be used to erect several new buildings, repair existing buildings, improve the grounds and to provide for accumulated obligations of the university.

Speakers at the luncheon included Dr. William Jay Schieffelin, chairman of the board of trustees of Tuskegee institute; Dr. John H. Finley, editor of The New York Times; Dr. Walter G. Alexander, president of the university alumni association, Daniel W. Armstrong, a trustee of Hampton institute, and L. Hollingsworth Wood, vice-chairman of the board of Fisk university.

Education—1934

Money for

North Carolina.

Gastonia, N. C. Gazette
March 8, 1934

Lincoln Academy Fund Nears $1,000

Only $185 Remains To Be Subscribed To Complete Goal For Well Known Local School For Negroes.

Gastonia has responded splendidly to the recent call made by Lincoln Academy for financial assistance in wiping out a deficit which threatened the stability and perhaps the very existence of this fine school for Negroes in this county, according to Prof. W. E. Ricks, the principal.

Request was made of the citizens of Gastonia that they contribute $1,000 to this fund. According to Prof. Ricks $815 of this amount has already been subscribed, leaving only $185 yet to be raised. There are still several subscription cards in the hands of local business men which have not been turned in. It is possible that when these are all in, the full amount will have been provided.

Any persons who have these cards and intend to make a contribution, or any business men who may have been overlooked in the canvass, are requested to turn their subscriptions in to Secretary W. G. Gaston at the Chamber of Commerce and they will be forwarded promptly to Prof. Ricks.

Kinston, N. C. Free Press
April 6, 1934

HUNDRED THOUSAND FOR NEGRO COLLEGE

Cincinnati, O., April 6.—(U.P.)—The National Women's Missionary Society of the Methodist Episcopal Church announced through its executive committee that $100,000 had been donated to Bennett College for Women, institution for Negroes, at Greensboro, N. C. The name of the donor was withheld.

$53,500 In Gifts Are Received by Bennett Col.

GREENSBORO, N. C.—Two gifts to Bennett College, one of $50,000 by Mr. and Mrs. Henry Pfeiffer, of New York, and another of $3,500 by the Methodist Woman's Home Missionary Society of New York, were announced recently by David D. Jones, resident of the college.

Mr. and Mrs. Pfeiffer's gift is the second made by them within recent months. Not long ago they gave $100,000 to the college and that amount is being used in the construction of a dormitory, Pfeiffer hall. Their latest gift is to be applied to the erection of a central heating plant, work on which is to begin immediately.

The $3,500 given by the New York society was secured under the leadership of Mrs. Anna K. Rowe, of that city, and is to be used to purchase furnishings for Pfeiffer Hall.

Contract for the engineering and construction work of the heating plant has been awarded to Crutchfield-Sullvan; C. C. Hartman, of Greensboro, has the contract for the plans for the building, and the Angle-Blackford Company has contract for the structure. Plans for the heating plant, drawn by W. H. Sullivan, have been given the approval of H. S. Philbrick, dean of Northwestern School of Engineers, President Jones said.

Shaw U. Given $33,000 in 3 Years by Colored

RALEIGH, N.C. — A total of $13,000 during the past year and $33,000 for the last three years has been contributed to Shaw University by colored churches, other religious organizations and members of the alumni.

Negroes Have Given $33,000 To Shaw U. in Three Years

RALEIGH, N. C.—It is revealed by an audit of the books of Shaw university which has just been completed that Negroes contributed to that institution during the past year the sum of $13,000. During the past three years of the present administration a total of $33,000 has been given to Shaw university by Negroes.

This sum has included gifts from alumni of the school, churches and other religious organizations, the faculty, and other friends of Shaw. The raising of this money is the more significant in that it was accomplished during the worst of the depression years. While these gifts to Shaw have been encouraging, they have not been sufficient to prevent a gradual accumulation of indebtedness. A campaign which is now being planned for the fall and winter is expected to liquidate all debts.

WORK OF DUKE ENDOWMENT REVIEWED

Raleigh, Dec. 11.—The work of the Duke Endowment with hospitals, orphanages, churches and educational institutions of the Carolinas during the last decade was reviewed in an address delivered at the Duke Endowment anniversary celebration tonight by Norman A. Cocke. 12-13-34

Mr. Cocke showed that the trust indenture contained a fund of $6,000,000 for building Duke University, that the will of Mr. Duke further supplemented this amount and 10 per cent of the Endowment's income is expended in maintaining the university. He said that to date Davidson College had received $591,749.58 and Furman University a similar amount, while Johnson C. Smith University for Negroes has been given $472,169.87.

The speaker showed that during the 10-year period of its existence, the Endowment has paid out $5,837,000 in aid to hospitals of the Carolinas with their charity work in providing free hospital care for patients unable to pay their way.

Help Purchases

"In addition," said Mr. Cocke, "during the last 10 years the trustees have assisted communities in the purchase of 13 privately owned hospitals in order that these institutions might have a more adequate community support and a more assured future. For this purpose they have contributed $745,259. For additions to existing plants and for the purchase of needed equipment, the trustees have contributed $625,513. For the building of 20 new hospital units, the trustees have contributed $948,500.

"For the purchase of private hospitals, additions to and equipment of community hospitals and the construction of new plants, the Endowment has contributed a total of $2,319,272. Contributions to both the operation and construction and equipment of new hospitals now totals $7,257,259.60.

"From the inception of the Endowment to date, there has been paid to orphanages in the two States a total of $1,085,334. Also there has been expended for the building and maintenance of rural churches and the support of superannuated ministers, their widows and orphans the sum of $940,515.41 in North Carolina.

Summarizes Work

"To summarize, the trustees have paid out of income to the beneficiaries of the Duke Endowment from the period from its beginning to this date, the following sums: To educational institutions, $10,512,284.49; to hospitals for operation, equipment and buildings, $7,257,259.60; to orphanages, $1,085,334.01; to rural churches, building and maintenance, $700,973.91; to superannuated ministers, $239,541.50; total, $19,795,393.51.

"The trustees in carrying out the purposes of our great founder have endeavored with singleness of purpose to administer it with no other regard than that it shall give opportunity to youth, alleviate human suffering and inspire hope in the unfortunates, so that thousands yet unborn shall look to our founder and call him 'Blessed.'

Education—1934

Pennsylvania.

Money for.

Dr. Brooks's $1,000

An agile, soft-spoken old Negro, who has mounted his pulpit in Washington's 19th Street Baptist Church every Sunday for 52 years, is Dr. Walter Henderson Brooks. Once Dr. Brooks was a slave. Emancipated at 14, he entered Presbyterian-owned Lincoln University near Oxford, Pa., at 15. A gift of $500 from some Pittsburgh Presbyterians enabled him to go through college and theological school, start out on a career which has made him the best known of Washington's many Negro preachers. Last month came a proud day for Dr. Brooks when he wrote to Lincoln's white President William Hallock Johnson: "I can never return the favor in mere dollars and cents. . . . But today, for the first time in my life—and I am now more than 83 years of age—I am able to draw a check for $1,000 and have a hundred or two left to my account, only a hundred or two, however."

Tenn.

Walter Brooks was a 3-year-old moppet, romping on a Virginia plantation, when a tall, lean Presbyterian clergyman named John Miller Dickey founded the first institution for the higher education of Negroes in the U. S., called it Ashmun Institute. Soon after it opened in Oxford in 1854, a mob of townspeople appeared at Dr. Dickey's home, threatened to shoo his students across the Maryland border into slavery. Dr. Dickey's stern face and commanding figure cowed the mob, carried the college through its first crisis. At the close of the Civil War the name was changed to Lincoln University. After that its crises were all financial.

12/24/34

Lincoln has turned out its fair share of Negro teachers and doctors, more than its share of Negro clergymen. Poet Langston Hughes and Physician Eugene Percy Roberts went there. So did five college presidents, one U. S. Congressman, two U. S. Ministers to Liberia. Many of Lincoln's 300-odd students sing in the glee club, find jobs as waiters at Atlantic City in the summer. Among them are such well-named persons as Benjamin Franklin Coleman, Scipio Solomon Johnson, John Milton Smith, Woodrow Wilson Smithey, James Madison Walden.

New York City

No Negro college has ever grown rich, and Lincoln has fared even worse than such younger and bigger institutions as Howard, Hampton, Tuskegee, and Fisk. Its plant consists of a cluster of grimy brick buildings fronting on the busy Baltimore Pike. Lately President Johnson and his trustees have been pondering two facts: 1) the centre of U. S. Negro population, fed by the teeming black sections of Washington, New York and Philadelphia, has been shifting rapidly north-

richest man west of the Mississippi";
a paralytic stroke; at Fort Worth, Tex.
He got his start in 1872 when two successive deals in cattle left him with enough money to buy 600,000 acres of land in northern Texas. In 1902 when he found oil on his land he ignored it with the remark: "Damn the oil. I need water for my cattle." Eight years later he uncovered the great North Texas oil field. With a fortune estimated at $100,000,000 he amused himself in later years by building the $3,000,000 Arlington Downs race track, breeding horses, erecting Texas skyscrapers

Tennessee

Education - 1934
Money for.

Efforts To Deprive Local College of Big Award Are Thwarted

Globe and Independent
9-21-34 Nashville, Tenn.

Missouri Supreme Court Renders Unanimous Decision Turning Over Life Time Savings Of Alumnus To His Alma Mater

Word has ust been received of the ruling of the Supreme Court of the state of Missouri in the John W. McClellan will case reversing the decision of the lower court to grant a new trial and upholding the verdict of the jury which sustained Dr. John W. McClellan's will which gave his estate to Fisk University. This decision was concurred in by all of the judges of the Supreme Court and constitutes a vindication of the law, the execution of the wishes of Dr. McClellan, and a complete victory for Fisk University. Dr. McClelland died December 17, 1927, and the case has been in court since April 1928, the will having been contested by relatives of the deceased.

Dr. McClellan of the class of 1899 of Fisk University was loyal to the institution, ascribing his success in life to the start given him at Fisk. He arrived at Fisk in 1894, a penniless youth placing himself on the mercies of President Milo E. Cravath. President Cravath saw the makings not only of a good student but also an outstanding citizen and leader. He took the chance, gave Dr. McClellan work, took care of his tuition, and encouraged him in his ambition to become a physician. Dr. McClellan never married, and as the years went by and his success as a physician became more assured he looked to his Alma Mater in the truest sense of the term: as a real mother, the inspiration of his life, and the cause of his success.

Globe and Independent
9-21-34 Nashville, Tenn.

In a meeting held in St. Louis soon after President Thomas Elsa Jones came to the institution, Dr. McClellan and a number of other leading citizens of St. Louis pledged large sums of money to wipe out the indebtedness of the University and to establish an endowment. At that time Dr. McClellan assured President Jones that he was making out his will and that he was giving everything to Fisk University. This proved to be more than a gesture of good will, for on many other occasions Dr. McClellan assured his friends that he was willing his property to his Alma Mater. Some months before his death he engaged Attorney Robert N. Owens of St. Louis, to draw his will and submitted to him a written statement in his own hand of how he wished to dispose of his property. Attorney Owens drew the will, presented it to Dr. McClellan and kept a carbon copy in his files. The doctor had two of the nurses, Helen Inge and Julia Greggwear, at Peoples' Hospital to attach their signatures as witnesses to his last will and testament. This was then placed in a safe in the doctor's office, and three days before his death it was pointed out to a patient with the statement that he had willed everything to Fisk University.

With the doctor's sudden passing and the confusion that followed, the safe was removed from his office and taken to the home of a relative. When the safe was returned at the order of the court and opened, the will was gone. In the trial testimony was presented showing that the safe had been opened early on the morning following Dr. McClellan's death by an expert representing the safe company. The jury was convinced that the iriginal had been taken out and destroyed. The carbon of the original had been taken out and as becoming the original will and the intention of the deceased doctor to leave his property to Fisk University upheld. Appeal from the decision of the jury was then presented to a judge and pressure brought to cause him to over-ride the decision of the jury.

After months of illness, during which time a decision was not reached, the judge passed away and a second judge appointed. After going through the record of the case this judge asked for a new trial. His decision was, however, appealed to the Supreme Court of the State and has just been reversed by it, thus upholding the decisions of the probate court, the circuit court, and the jury, all of whom sustained the wish of the late Dr. McClellan in giving grateful recognition to his Alma Mater.

The estate, originally valued at $100,000 is made up of property of residences, city blocks, and suburban sites in the city of St. Louis, Mo.

Gratitude

FISK University, of Nashville, has been bequeathed $100,000 by Dr. John W. McClellan, Negro physician of St. Louis. And thereby hangs a tale.

When McCellan was a penniless boy, he went to Fisk in 1894, and President Milo E. Cravath took him in hand, helping him find work and arranging for his tuition. Dr. McCiellan became one of the most successful Negroes in America, and he attributed his success to Fisk. He gave large donations to the University during his life-time and left $100,000 to it at his death.

A donation of $100,000 means much to Fisk. We know of no other university which can make money go so far. And gratitude gave Fisk this $100,000 nest egg.

Tennessee.

Education - 1934

Money for.

Chattanooga, Tenn. News
September 21, 1934

T28

Gratitude

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Texas

Education - 1934

Money for.

DALLAS, TEX.
NEWS

AUG 26 1934

Negro Education

The gift of $300,000 by the General Education Board to Wiley College of Marshall, negro institution for higher education, is conditioned on matching by a like amount. The statement that Wiley is now raising the last $50,000 necessary to meet the requirement indicates an interest and enthusiasm in the success of the program that entitles the Marshall school to more than local co-operation.

Wiley is neither a local nor a sectional college, although it draws its registration heavily from its immediate field. Its influence is wide and Dallas is among the cities profiting by the addition of a constructive black citizenship trained at Wiley.

Comparatively, the cause of negro education in Texas and in the rest of the South has improved remarkably in the short space of twenty years, but in actual fact it lags. The South does not do enough for negro education in common schools and stops far short of recognizing the need for higher schooling. The few negro colleges that have been established do fill an urgent need of the race. Were that alone true, the failure of white co-operation would be comprehensible. The truth is that the negro college helps the entire South through making better and more usefully trained negro citizens, through raising the sights of the standards of living of the negro race. Transplanted to civic life, the results can not fail to tend to the betterment of the community in which the Negro lives.

Of the Negro, the eloquent Henry W. Grady once said: "May God forget my people when they forget him." It was a plea that still calls splendidly to the white race to help the black onward and upward. In Texas, Wiley's need offers a means of concrete aid.

Alabama

Education - 1934

Orphanages and Other Benevolent Institutions.

Booker Washington Group Seeking To Raise $2,500

Advertiser

The officials and friends of the Booker Washington Association have been requested to raise $2,500 by Feb. 28, 1934, in order to obtain a gift of $15,000 or more. A. A. Gulledge, of Verbena, has been elected treasurer for this fund and all checks should be made payable to the Booker Washington Association and sent to Mr. Gulledge at Verbena.

MONTGOMERY, ALA.
ADVERTISER

JUN 3 1934

THE AMERICAN AID SOCIETY

The American Aid Society, Inc., a Montgomery institution, founded by Dr. W. J. Mahoney, a Baptist minister, is unique in its service and appeal.

In Montgomery this society has established homes for aged and dependent whites and Negroes—the home for the whites being at 211 North Jackson Street, the home for Negroes at 907 South Hull. The March report of the society shows that it furnished meals for 1,584 persons of both colors, lodgings for 550 and medical care for six. It furnished shoes and clothing for many more, and emergency relief for others.

"Charity with a heart" is the shibboleth of this society, which is primarily interested in the rehabilitation of human lives.

"The work of the society," we read, "is based on the two essential qualities of love and good will. Our mission is to change human liabilities into real assets. . . . The society's first step . . . is to enable individuals to discover what is lacking in their lives; to discover their own possibilities, and the nto awaken in them the desire for the better things of life."

That is to say the society is pledged to protect and succor human bodies, and in addition it is pledged to protect and succor the human spirit.

It is a Christian movement, planned along national lines, but it enjoys the support and confidence of many non-Christians.

The character and wisdom of Dr. Mahoney are guarantees that the society is worthy of confidence and support.

Do Come!

Public Invited To Sing And Give To Home For Aged Negroes

Three invitations today came out of the Negro Triumph Church, Kingdom of God in Christ, 42nd-st and Third-av, n, sponsor of the Old People's Rescue Home, 60[illegible] 42nd-st, n.

One of them welcomed the public during "a week of praises to Christ, the Everlasting King, in singing solos, duets, sextets, by many sweet spiritual voices."

Another bade "any church choir that would like to join in" call 9-5895 and "we will put you on the program." The third simply asked: "Would any one like to make any one of these old-aged women happy in this time of giving by giving them something?"

North Carolina

Education - 1934

Orphanges and Other Benevolent Institutions.

Ex-N.C. Congressman Tells of Experiences

Afro-American

OXFORD, N.C. — (ANP) — "It was back in 1888 that I was first elected to Congress from North Carolina," said Henry H. P. Cheatham, president of the State Orphanage School here in an interview last week, "and I served through the fifty-first and fifty-second Congress."

The former member of the U.S. Congress then related stirring experiences on his part while in Washington. He has been at the head of the State Orphanage for many years. The plant maintained by the state belongs to the colored people of North Carolina.

Nine spacious brick buildings, valued at nearly a million dollars, are on the campus. The faculty includes nine teachers, six matrons and five helpers. Nearly three hundred students are in attendanec at the co-educational institution. Mr. Cheatham is a graduate of both Shaw and Howard Universities and loves his "Tar Heel" state. His son, H. P. Cheatham, Jr., is assistant president of the school.

9-15-34

Baltimore Md.

Orphanages and Other Benevolent Institutions.

Charleston, S. C., News & Courier
March 18, 1934

NEGROES HERE SUPERIOR

Organized Society in 1810 to Educate Their Orphans

Columbia, March 17.—Special: The free negroes of Charleston were considered by some economically and intellectually superior to any other such persons in the United States at the beginning of the nineteenth century, according to an M. A. thesis by V. M. Schaible in the University of South Carolina library.

In 1810 the free negroes of Charleston organized what was known as the "Minor Society" to provide means for educating their orphan children. There were also other colored schools doing good

CHARLESTON, S. C.
NEWS AND COURIER

DEC 12 1934

For the Destitute

To The News and Courier:

"Do your Christmas swapping early is a take-off whose wit is crippled by its actuality. I am asking a small amount of space in your widely-read paper to make a motion which I devoutly trust will be seconded by the public, in which I am showing faith by following my project personally implicitly. I am told, and believe, that the island negroes are the most destitue strata in the Carolina Lowcountry; in fact it seems to me that I have read in your own valued columns articles to this effect. Taken this class as the most "without", and what must be the condition of orphan children of this class?

Personally I am going to omit all "Christmas swapping' 'this year and devote this equivalent, small though it be, to the negro orphans on Wadmalaw Island. The colored minister who is caring for fifteen homeless ones on Wadmalaw Island is known to Charleston through twenty-five years of honest living and now to help him in this enterprise there has come a gentleman visitor to the city, the Rev. Mr. Dupree, Presbyterian divine, for two years a resident of Black Mountain, N. C., and for thirty-five former years a pastor in Virginia.

Mr. Dupree has been to see the homeless children three times; without financial reward has undertaken to help them; and "making a journey" through Charleston has not seen fit, where there is a crying need, to "pass by on the other side". This clergyman is staying at 25 George street and my motion is that those who read these lines, and feel as I do, take some offering to this clergyman for these destitue children, without natural protectors. Literally, anything, will do as an offering because they have almost nothing, but the cold weather suggests any old bedding, or warm clothing, that may ease physical suffering.

Here is a joke which serves well to illustrate much Christmas shopping, which might otherwise do some good and serve some true need: Lady looking over different priced Christmas cards at shop counter, addressing husband,—"George, I think we have enough of these now for our thirty-nine cent friends."

With the true hope that useless shopping may be turned into useful shopping that will render aid to the poor, I am,

MAUDE WADDELL.
Charleston.

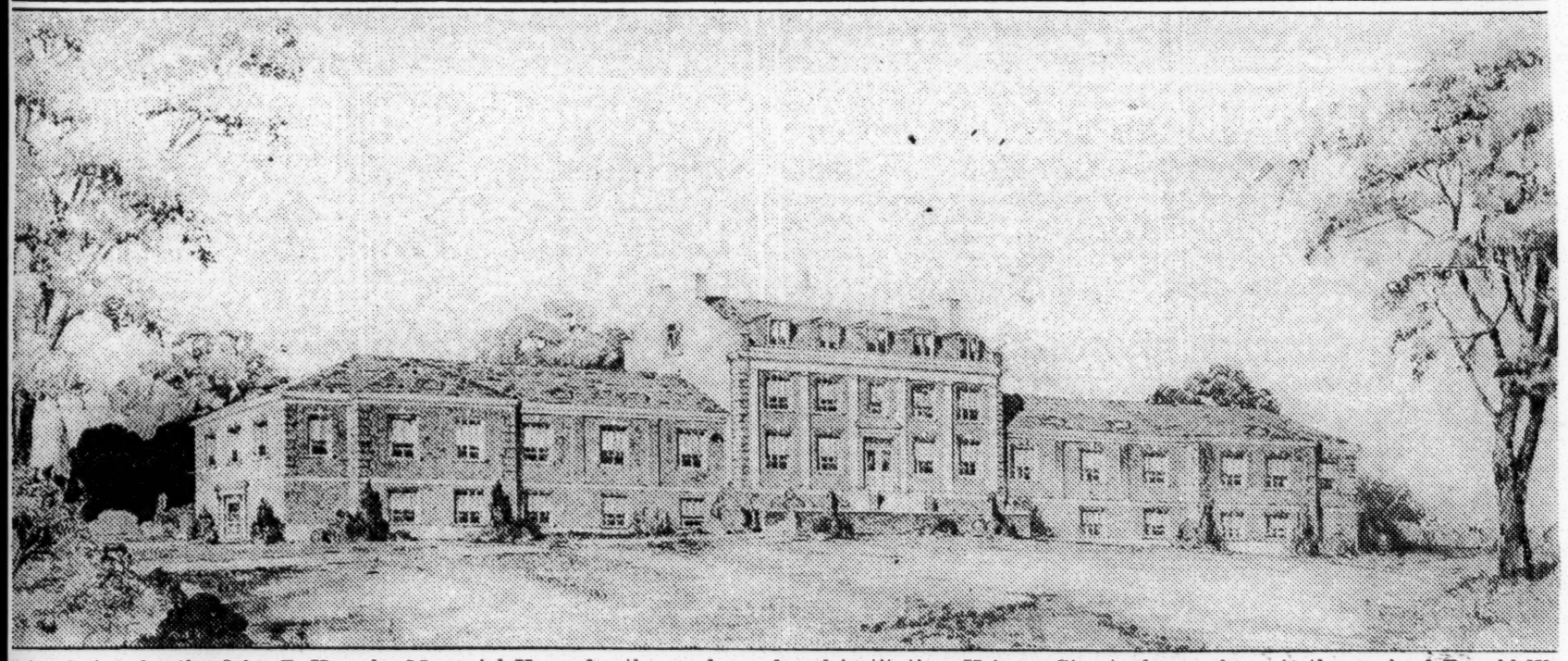
Tennessee

Education - 1934

Orphanages and Other Benevolent Institutions.

Nashville, Tenn. Banner
May 13, 1934

DESIGN FOR COLORED HOME FOR AGED



The design for the John B. Knowles Memorial Home for the aged, a colored institution, Heiman Street, shown above, is the work of Donald W. Southgate, architect, and Emmons H. Woolwine, associate architect. The building is being erected by Foster and Creighton Company, contractors, with funds derived from the Annie L. K. Horton estate and a grant of the PWA.

Reformatories

March 29, 1934

Fine Crop of Quail Turned Out by Negro Reformatory

The Negro reformatory at Pikeville has turned out an unusually fine crop of quail, according to Game Warden Damon Headden, who complimented Superintendent W. R. Mitchell upon the work of the boys in game conservation. Last year the boys at the school took up quail culture, and as a result approximately 100 coveys of quail have been reared on the school lands.

Warden Headden announced Thursday that all quail with the exception of six in each covey would be trapped next week, and that approximately 750 birds would thereby be made available for distribution over the State. He estimated that the quail crop of the school this year at current market prices would amount to more than $1,000.

Education-1934

Reformatories

Virginia

BILL IS OFFERED TO AMEND JURY SELECTION IN VA.

Journal and Guide

State Schools For Delinquents May Be Consolidated

1-27-34

504 N. Third St.
Richmond Bureau

RICHMOND, Va.—A flurry of apprehension was evident here last week when a bill was introduced in the General Assembly to amend and re-enact a section of the code bearing on the selection of jurors in Virginia.

Norfolk

The proposed bill—Senate Bill No. 61—is designed to amend and re-enact section 5999 of the code of Virginia and reads as follows:

"Be it enacted by the General Assembly of Virginia, that section 5999 of the code of Virginia, as heretofore amended, be amended and re-enacted so as to read as follows:

"Section 5999. When by reason of challenge or otherwise, a sufficient number of jurors summoned cannot be obtained for the trial of any case, the court shall select from the names on the list provided for by sections 5988 and 5990, the names of, and cause to be summnoed, so many persons as may be deemed necessary. And wherever no civil jury (or felony jury from which a civil jury can be obtained) has been summoned for any term of any such court, the court or judge there of in vacation, may in its or his discretion, order a venire facias to issue for a jury for the trial of any action or actions then pending in such court or matured during such term; and the jury so summoned may be used for the trial of any civil action or misdemeanor case tried at such term; the jurors to be selected from the list aforesaid. Writs of venire facias issued under this section shall be executed and returned as the court shall direct."

State Institutions

The Senate and House hoppers are being carefully watched for any and all bills that might have a tendency to hamper colored people in their fight for progress, equality and justice. Nothing has yet been seen of the perennial barber's license bill, which has bobbed up in the legislature here every two years for the past four years.

Norfolk Virginian-Pilot

The Journal and Guide has been informed, however, by a source considered reliable, that a bill is in course of preparation which will have for its purpose the consolidation of all the state institutions for wayward children under a central governing body. The proposed bill, which is said to be clothed in the garb of an economy measure, if enacted, would probably mean the death knell of Negro heads at these state institutions.

Under the bill the School for Wayward White Boys at Maidens, the School for Girls at Bon Air, the Virginia Manual Labor School at Hanover and the Industrial School for Girls at Peakes, the latter two of which are for Negroes, would be governed by one central agency, responsible to the governor.

The heads of these institutions would immediately become subordinate to this central authority, many being displaced altogether, it has been held. Whether or not this is the object of the bill is not yet known, it having not yet been presented.

At present very few bills are receiving much attention in either branch of the legislature, because of the pressing question of liquor control. As soon as this big problem and one or two other problems of major importance have been decided considerable activity is expected.

Education - 1934

Scholarship and Other Distinctions.

Wrote Alma Mater for Sargent School



HENRIETTA ANTOINETTE BROWN,

daughter of Dr. and Mrs. Harry F. Brown, of Baltimore, who was graduated from Boston University Sargent School of Physical Education, receiving the B. S. degree in education, on June 11.

Miss Brown has completed the regular curriculum of the school of education, besides an extensive training course in health and physical education, with an honor average in all her regular school work.

She made the aquatics corps which is composed only of students who have obtained excellent grades in canoeing, rowing, diving and swimming; won the class numerals for swimming in her freshman year; has been a Red Cross life-saving examiner for three years; recently passed the examination of the Boston board of officials, receiving an A rating as a swimming official, having made an average of 91 per cent in the written and practical test.

Was a member of a number of student organizations at Sargent, obtainable only through merit.

In a song-writing competition she composed words and music to a song which won the competition and was adopted as a regular Sargent school song.

Miss Brown was a member of the Boston Players and took parts in their semi-professional plays for two years, and in April of this year had one of the leads in Paul Green's new sensational play, "Potter's Field," which will open on Broadway this fall.

Miss Brown has been appointed a member of the faculty of Morgan College summer school for this summer.

She is a member of the Alpha Kappa Alpha sorority and served this year as anti-basileus of Epsilon chapter in Boston. She recently received an AKA scholarship which paid part of her tuition for the last semester.

ALEXANDER IS NAMED FOR LAW ACADEMY, HITS IGNORANT

PHILADELPHIA, June 4—(By ANP)—Signal honors were accorded Attorney Raymond Pace Alexander of this city, former president of the National Bar Association, when the Law Academy elected him as a member of that body, the oldest society of its kind in the United States.

Following this distinction accorded him, the first time in history that a Negro has been given that honor, Attorney Alexander in an address on the subject, Abolition of the Magistrate Courts of the city and the enlargement of the Municipal Court, pointed out the fact that untrained men and political workers were sitting as jurists in the Magistrate Courts with the accompaniment of social injustice administrated to the populace on account of their (the magistrates) ignorance of the law. It was believed that this address, delivered before the Law Academy on May 23, included in its scope, the status of Magistrate Edward T. Henry, only Negro serving as a justice. "Judge" Henry is not of the legal fraternity.

Check Rewards Negro's Heroism

Because of his heroism in rescuing five persons from a burning automobile, Sam Howard, negro living at 608 South Bainbridge Street, was presented with a substantial check yesterday by the directors of the Chamber of Commerce and the Montgomery Safety Council. Sam, for whom a Carnegie Medal has been requested by the Chamber of Commerce, thanked the donors for the money. The presentation was made by Harry E Snow at the Chamber of Commerce offices. Secretary Snow told the negro that the check was a token of appreciation of his heroic act April 4 on Fairview Avenue.

Sam was also advised that efforts are being made to have the Carnegie Hero Fund Commission honor him for his act. The Chamber of Commerce was informed this week that the commission had already started an investigation into the affair.

Sam Howard, at the risk of his own life, is said to have rescued a family of five from flames just after two automobiles had collided at Fairview Avenue and Norman Bridge Road. To extricate the parents and three children, tourists en route from Florida to Michigan, Sam had to break open a door and pull them through the flames. He was slightly burned, but kept up his rescue work until the last person had been taken from the wreckage.

MEMPHIS NEGRO HONORED

CHICAGO, June 12.—Dr. Craft C. Raines, only negro graduate of the Cook County Hospital, has been notified by the faculty of Loyola University, of which he is a graduate in medicine, to appear at the commencement exercises now in session on the campus tomorrow night to receive his diploma and the golden key cum laudi.

His father, Dr. C. W. Raines, lives at 4213 South Parkway, Memphis. At the conclusion of his Cook County internship he will spent two years at the University of Vienna under Professor Lorenz.

GETS DEGREE



HALL JOHNSON

Hall Johnson, director of the Hall Johnson Singers and author and composer of the famous Broadway success, "Run Little Chillun," was honored last week by the Philadelphia Academy of Music. In recognition of his outstanding success in the field of music, the Academy awarded him the degree of Doctor of Music at its annual commencement exercises.

B.U. GRANTS 19 DEGREES

Negroes Graduate From all Departments but Medical

Nineteen Negro students received degrees and diplomas from Boston University on Monday, June 11, at the annual commencement exercises. Seven departments were represented by those students, with three coming from the University's Sargent School of Physical Education and four from the Graduate School.

Charlotte E. Moton of Tuskegee Institute, Ala., was voted the girl with the most "personality," by her classmates, owing to her ability to entertain. Her rendition of Negro Spirituals was a source of much admiration at the Sargent School.

After spending a year at the University of Chicago, Albert A. Kildare received his Doctor of Philosophy from the Graduate School. He took his other degrees from B. U. For his doctor's thesis, he wrote this year on "A Determination of the Wave-lengths of Certain lines between Lambda 4155 and 4380 in the Secondary Spectrum of Hydrogen."

Among those who received their Masters were Katherine Robinson, Dean at Cheyney Institute; Ethel A. Houston of Washington, daughter of David Houston, principal of Armstrong High, Washington, D. C.; and Gertrude Williams, a teacher in the Cambridge schools.

The names listed are as follows:

Graduate School

Albert A. Kildare, Ph. D.
Albert A. Alexander, Ph. D.
Katherine N. Robinson, M. A.
Ethel A. Houston, M. A.

School of Education

Gertrude Williams, M. Ed.
Jennie L. Chandler, B. Ed.
Consuelo Vincent, B. Ed.
Moses Moreland Fort, B. S.

Religious Ed. & Social Service

Laverne M. Boyer, M. S. Sc.
Edythe M. Gordon, B. Social Service

C. L. A.

Leon Wright, B. A.
Samuel Weeks, B. S.

Sargent School

Henrietta Brown
Charlotte E. Moton
Evelyn E. Washington

Business Adm.

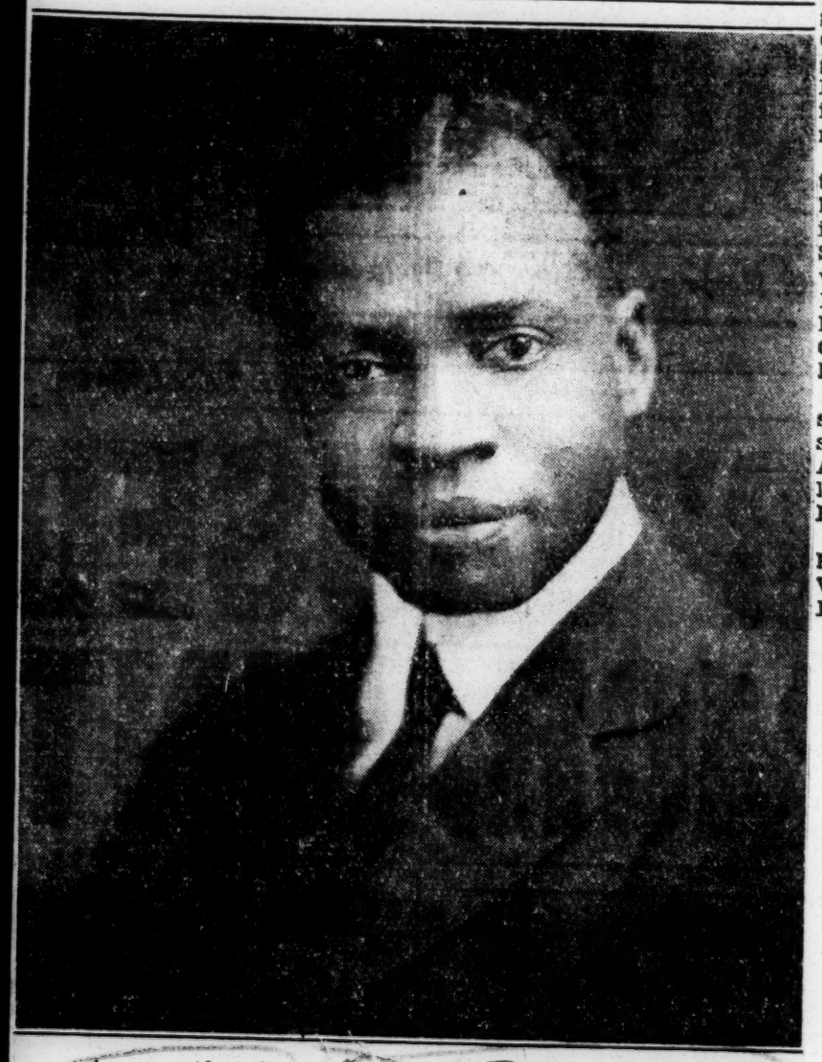
George W. Brinson, B. B. A.
Gwendolyn Henderson, B. B. A.
Lloyd A. Turner, B. S. in Journalism

Miscellaneous

Joshua O. Williams, S. T. B.
John H. Louden, LL. B.

From the Episcopal Theological School in Cambridge, John Burgess received the degree of Bachelor of Divinity.

AWARDED Ph.D. BY YALE



Among the chose few to receive the degree of Doctor of Philosophy at Yale University Wednesday was James H. Robinson, pioneer in Negro social work in Cincinnati, later Supervisor of Negro Welfare for the State of Tennessee and now professor of sociology at Wilberforce University. Robinson went to Cincinnati, became a teacher in the city schools at Douglass, and later was engaged in the development of the Negro social work and agencies through the Negro Civic Welfare Association in Cincinnati.

Nashville, Tenn. Banner
June 18, 1934

J. H. Robinson To Receive Yale Ph. D.

Among the persons who will receive the degree of doctor of philosophy from Yale University Wednesday is James H. Robinson, at one time supervisor of Negro Welfare for the State of Tennessee and well known in Nashville.

For his dissertation, Robinson wrote "A Social History of the Negro in Memphis and Shelby County." Although centered around Memphis, the book deals largely with the lives of approximately 3,000,000 Negroes in the Mississippi Delta section.

According to the Negro Year Book of 1932 the degree of doctor of philosophy has been conferred upon only fifty-three Negroes during the entire history of the race in this country.

STUDENT WINS PHI BETA KEY

John Albert Morsell Awarded Honors at City College

John Albert Morsell, who makes his home at the West 135th street branch of the Y. M. C. A., was honored on Wednesday when he was graduated from the College of the City of New York with the B.S.S. degree cum laude and with the Phi Beta Kappa key. He took a double major in sociology and economics and a minor in government.

Mr. Morsell, who was born twenty-two years ago in Pittsburgh, received his elementary and high school training there. His parents, Mr. and Mrs. Samuel R. Morsell, live in Baltimore, where his father is secretary of the Druid Hall Y. M. C. A. A sister, Frances Justine, is a student at the Coppin Normal School in the Maryland metropolis.

For the past two years Mr. Morsell has been employed as night switchboard operator at the Y. M. C. A. here. He plans to enter the Columbia School of Journalism this fall. His fraternity is Alpha Phi Alpha.

Other graduates at C. C. N. Y. are Percival Punter, Barrington Dunbar, Whitford Lynch, Albert Nesbitt and Kenneth Shorter.

AKA GIRLS FIRST IN SCHOLARSHIP

Los Angeles, Calif., ANP—Out of thirty-three white sororities or over 300 women students on the campus of the University of California at Los Angeles, nine members of the Alpha Kappa Alpha sorority received the highest scholarship rating for the year.

This marks the second time that AKA's have scored in scholarship at California. They won second place in the university at Berkely back in 1925.

The sorority scholarship average for this year was one point three, or a "C" average. Alpha Kappa Alpha girls maintained a one point eight or, a "B" average.

Not only have these young race women distinguished themselves in their regular courses of study, they likewise may be found very active members of campus executive groups and extra-curricula activities.

Kathleen Warren, a junior, was elected an honorary member of Pi Delta Phi, French honorary society.

Constance Boring recently received her master's degree with a "B" average throughout her college career.

Rubeline Glover played a major role in the 17th annual Greek drama presented by the university this year and is president of the sorority chapter. She also starred in a musicomedy, "Smart Women," presented by the sorority last January.

Lillian Hylton, Grammateus; Gwendolyn Shaffer, Tamiochus; Dora Solomon, Birdielee Bright, Mary Carter, M. A. and Cortez Ferguson complete the list.

"We consider the Alpha Kappa Alpha girls not only among our brightest students but outstnding in other respects" was the statement issued from the office of the dean of women.

MINISTERS RECEIVE DEGREES





A new educational policy was adopted toward Negroes when last Thursday, June 7th, Eden Theological Seminary, St. Louis, granted the Master's degree to Rev. Joseph Gomez, top, pastor of St. Paul A. M. E. Zion Church and the Rev. John Moreland, bottom, pastor of the A. M. E. Zion Church, both of this city. Behind this honor lies a story that runs back through the years, a story of efforts being made to open up the four major institutions of learning in and around St. Louis to Negroes.

Last fall, Eden Seminary, National Graduate School of Religion of the Evangelical Synod of North America, decided to try the experiment. It is now to be a permanent policy and there are indications already that this policy will be adopted by the other institutions of the city.

Both men majored in religious education. The thesis of Rev. Gomez was "The Significance of Negro Spirituals In a Program of Religious Education," and that of Rev. Moreland "Sampling Survey of Religious Educational Facilities Among Negroes in St. Louis." Rev. Gomez is a graduate of Wilberforce University and Rev. Moreland of Livingston College.

Recently the Evangelical Synod of North America merged with the Reformed Church and in that merger, the Reformed Church closed its school in Dayton, O., and with the increased revenue and facilities, Eden Seminary has become one of the wealthiest and most influential and best equipped institutions of its kind in the country.

Both men have been recipients of many testimonials of honor. A citizen's banquet is planned for the near future and there is great rejoicing among both the city and State. The general opinion is that this event marks a new day in the educational life of the Negroes in Missouri.

Education—1934

Scholarship and Other Distinctions.

NEGRO EDUCATOR PRESENTED MEDAL

Telegraph

J. D. Dickerson of Vidalia Is Honored by White Citizens of His Community

12-23-34

VIDALIA, Ga., Dec. 22.—Superintendent of local schools, B. H. Lancaster, members of the board of education, with a large delegation of the leading white citizens of Vidalia, surprised J. D. Dickerson, principal of the colored school of Vidalia, at a meeting Tuesday evening, at which time a gold medal bearing the inscription, "Awarded to J. D. Dickerson in appreciation of long and faithful services," was presented to him.

Presenting the medal, Mr. Lancaster said, 'I have found Professor Dickerson to be a man in the true sense of the word. I have never known him to do anything that is unbecoming to a gentleman. As for his school, he is doing one of the finest pieces of work of anybody about whom I know. You will always find him on the job and his school extremely clean. The state supervisor stated to me after his visit to Professor Dickerson's school that it was the cleanest, best kept and best operated school in this section of the state. We are very thankful of the opportunity to present this medal of solid gold to a man who has a heart just like it."

President B. F. Hubert of the Georgia State Industrial college, received a special invitation from Mr. Lancaster to be present at the meeting and spoke highly of Professor Dickerson, whom he had known during his school days at Morehouse college. Among other things, President Hubert said: "It looks to me that we are making history here tonight. The white people and colored people of Vidalia have met to recognize a Negro. For white people and colored people to come together and acknowledge the achievements of a Negro in this section of the country is something very unusual. This is education. The testimonials which we have heard are for a man, not a white man, not a black man, but a man who has made good here in Vidalia. I have always known Professor Dickerson to be a clean, upright gentleman, and he has tried to instill these same principles in those with whom he come in contact. What we need in Georgia is teachers who live the life that they are talking about. We need people who know how to keep a house clean and who will keep it clean. For people to do what is being done for Professor Dickerson tonight is just a beginning of what other communities will do if they will only do something worthwhile. If people will just do the right thing they will have others coming together just as you are and talking about what they have done. We should decide right now to do the job as it should be done. Anything that we do well in the future will be looked upon with admiration by the right thinking people of any community."

Benefit to Community

One member of the committee said that Professor Dickerson is looked upon as having more influence than the entire police force of Vidalia—he has kept people out of trouble. Another spoke of him as not only an example for the members of the Negro race but an example for the white people as well, and is looked upon as one of the leading citizens of Vidalia.

Professor Dickerson said that in his thirty years of service at Vidalia he has tried to do two things—to improve the school and to improve the homes of the people living in and around Vidalia. Some years ago he started a movement to plant shade trees and beautify the surroundings of the homes. This movement was not only developed by the colored people but by the white people as well.

Among those present who spoke highly of the work and influence of Professor Dickerson in the community were Dr. L. H. Darby, H. Leon Adams, members of the board of education; B. G. McLeod, chief of police; Judge V. B. Herring, W. J. Murchison, R. E. Ledford, editor, Vidalia Advance; Col. H. A. Hodges, F. H. Barker, mayor pro tem; Dr. M. J. Rattray, W. E. Walker, and Superintendent and Mrs. B. A. Lancaster.

BELL BOY IS HERO OF HOTEL FIRE

Atlanta Constitution

12-21-34

Lansing, Mich., Dec. (AP)—In the fire which destroyed the Kerns hotel here last week with a possible loss of forty lives, an unknown Negro bell boy was described by one of the survivors, S. L. Colburn, as the hero of the conflagration.

"At least 50 per cent of those saved owe their lives to his courage," said Colburn. He had plenty of time to get out, but he stayed, running up stairways and pounding on doors to warn the guests. He was still there when the first wall collapsed."

Scholarship and Other Distinctions.

AMERICAN PROFESSOR GETS PH. D. IN PARIS

PARIS, March 25 (By Mail)—After two years of study at the Sorbonne, T. A. Daly, former professor of French and Spanish at West Virginia State College, has been awarded his Ph. D. with honorable mention for research into the historical and literary period of the French Renaissance and its influence on French classics of the Eighteenth century.

Dr. Daly studied at Columbia University where he received his B. A. and M. A., and the Teacher's College diploma in French. Among the places he has taught are the Theodore Roosevelt High School, New York City; the Johnson C. Smith University, Charlotte, N. C., and the N. Carolina College for Negroes, Durham, N. C. He will return to America shortly.

Degree Awarded Negro In France

PARIS, France, Apr. 5.—After two years at the Sorbonne, A. A. Daly, formerly professor of French and Spanish at West Virginia State college, Institute, W. Va., has been awarded his Ph. D. with honorable mention. The degree was given for research into the historical and literary period of the French Renaissance and its influence upon French classics of the 18th Century. A supplementary thesis dealt with problems in French philology. The two years study at the Sorbonne also included the German and Italian languages.

Dr. Daly studied at Columbia university where he received his B. A. and M. A., and the Teacher's college diploma in French. Among the places he has taught are the Theodore Roosevelt high school New York City; the Johnson C. Smith university, Charlotte, N. C. and the North Carolina College for Negroes, Durham, N. C. He will return to America shortly.

Heroism Of Negro Saves Family Of Five From Flaming Overturned Car

To the heroism of Samuel Howard, negro, 608 South Bainbridge Street, five members of a Michigan family owe their lives.

Howard was walking along Fairview Avenue early yesterday morning. From the rear came the sound of a crash. Howard turned. A block away two automobiles were inverted on the pavement. Flames from one shot 20 feet in the air!

Quickly the negro ran to the wreckage. He hesitated a moment. Then the sounds of children in distress reached his ears. They were in the flaming car! The danger of a roaring gasoline fire faced him, but Howard did not flinch. He tore open a door, raised an arm to protect himself against the heat, and dragged out an unconscious man. Next a woman, and then three children were brought to safety. This the negro did, with the aid of T. S. Thweatt, 423 Finley Avenue, who, although injured, had extricated himself from the other machine.

After an ambulance had been summoned, Howard stood back from the crowd that had gathered. He spoke to none.

Clifford Mizer, the unconscious man his wife and three children, all of Mancelona, Mich., were placed in an ambulance and taken to St. Margaret's Hospital. Attendants there reported that Mr. Mizer had received several bruns or his face and arms. Mrs. Mizer's face was burned also, but less severely. Two daughters, Helen and Carol, received minor burns. A son, Donald, 15, was uninjured.

Mr. Thweatt, who received numerous bruises and lacerations, was taken to his home.

Last night all were reported to be improving, and it was believed that the Mizers would be able to resume their journey today to Michigan. Mr. Mizer, casnier of an iron factory at Mancelona, was driving his family home from McCloud, Fla.

Police said yesterday afternoon that they would conduct an investigation of the accident to determine if either, or both, of the cars had "crashed" a red or amber traffic signal. It was reported that Mr. Thweatt's car was traveling West on Fairview Avenue and that Mr Mizer was driving North on the Normar Bridge Road. The Mizer car was said to have been struck broadside and pushed about 20 feet along the street.

Firemen who responded to the alarm reported that Mizer's car had been damaged badly, and credited the negro with having saved its occupants.

Robert Burgin Fuller, who lives near the scene of the accident, and who saw the flaming car from the window of his home, last night added his praise to that given Howard for his fearless rescue. Mr Fuller said the negro took his life in his hands when he saved the Mizer family from their flaming car.

It was understood last night that several Montgomerians had discussed the collecting of a purse of money to present Howard for his bravery.

Still to Write Opera On $2,000 Fellowship

Harlem Composer Honored for Work as 40 Get Awards—Chooses Negro Theme

Informed that he had been awarded a $2,000 fellowship by the John Simon Guggenheim Memorial Foundation, William Grant Still, composer and arranger of 408 Manhattan avenue, yesterday was planning to go to San Francisco to write an opera with a Negro theme.

The awards to artists, writers and scientists for creative work were announced Sunday. Forty creative and research workers were honored in the tenth annual list.

Mr. Still perhaps is best known for his direction of the Willard Robison "Deep River" orchestra over WABC and the Columbia network. His compositions have been performed by many musical groups in America and abroad. Chief among these and the conductors who offered them are:

"Africa" by Barrere Ensemble in New York, Rochester Philharmonic Orchestra, Paul Whiteman's Orchestra, and at the Festival of American Music in Bad Homburg, Germany; "From the Journal of a Wanderer" by North Shore Festival Orchestra, Evanston, Ill., and by Rochester Philharmonic Orchestra; "Sahdji," "La Guiablesse" and "Afro-American Symphony" by Eastman School and Rochester Philharmonic Orchestra.

The composer was reticent about discussing his new proposed effort. His only statement was that the story is by R. Carlton Moss, young Harlem playwright and radio actor.

While Mr. Still appeared to be the only Negro to get one of the fellowships this year, four of the white fellows were recognized for their work in Negro fields. Their citations follow:

DR. HAROLD KIRBY, JR., associate professor of zoology at University of California; will make studies, chiefly in South Africa and Madagascar, of protozoa living in termites, for purpose of contributing toward solution of problems in field of host-parasite relations.

DR. GEORGE OSWALD BURR, associate professor of botany at University of Minnesota; will carry on research in photosynthesis in certain European laboratories.

DR. GEOFFREY ATKINSON, professor of romance languages at Amherst College, Massachusetts, will study influence of accounts of America, Africa and Asia printed in French upon thought of French Renaissance; author of several books in field of his proposed research, including "The Extraordinary Voyage in French Literature before 1700," and a book on relation of seventeenth century voyages to evolution of ideas.

DR. LOWELL J. RAGATZ, associate professor of history at George Washington University, Washington; second grant to continue studies of social and economic structure of French Antilles during seventeenth and eighteenth centuries; author of several books, including "The Old Plantation System in the British Caribbean," "The Fall of the Planter Class in the British Caribbean" and studies of West Indian slave trade and slavery.

DR. MICHAEL HEIDELBERGER, associate professor of biological chemistry at Columbia University and chemist to medical staff of Presbyterian Hospital, New York; will go to University of Upsala, Sweden, for researches on molecula; weight of thyroglobulin, the hormone of the thyroid gland; research worker at Rockefeller Institute for Medical Research in New York City; was one of scientists responsible for production of drug tryparsamide, now used in treatment of African sleeping sickness; work on chemistry of immune reactions won Ehrlich silver medal in 1933.



William Grant Still.

Carnegie Medal Sought For Negro Who Saved Family In Burning Car

Application was made yesterday by the Chamber of Commerce to the Carnegie Hero Fund Commission in Pittsburgh, Penn., for a medal for Sam Howard, Montgomery negro, who last week rescued, at the risk of his own life, five persons from a burning automobile. Mr. and Mrs. Clifford Mizer and three children, of Michigan, were removed by Howard from the wreckage and leaping gasoline flames. The car collided with another at the intersection of Fairview Avenue and the Normandy Bridge Road.

At their recent meeting the directors of the Chamber of Commerce, after authorizing Harry E. Snow, secretary, to make application for a hero's medal for Howard, donated one dollar each to a fund to be presented to the negro.

Mr. Snow's letter to the Carnegie Hero Fund Commission follows: "At a meeting of the Board of Directors of the Chamber of Commerce yesterday, a resolution was passed taking recognition of the heroic act of Sam Howard, a negro butler, who rescued, without aid and at a risk of his own life, five persons from a burning automobile on the morning of April 4.

"The resolution carries the recommendation to your commission for a hero medal. The citizens, as well as the board, are making up a purse to be given to him in consideration of his heroic action.

"Will you be good enough to advise what further steps are necessary for us to conform to your regulations in obtaining a medal for Sam Howard?"

Directors of the Chamber of Commerce are: W. A. Bellingrath, W. C. Bowman, L. C. Cardinal, A. S. Coleman, F. J. Cramton, W. W. Doe, T. E. Harris, Jack M. Hobbie, J. M. Jenkins, Leo Klein, Z. U. Lewis, Gen. R. F. Ligon, Frank MacPherson, L. D. Rouse, Marion Rushton, R. E. Seibels and Fred Solomon.

Members of the board who did not attend the meeting are requested to join with those who were present in donating $1 each to the fund for Sam.

Wins Honor at Columbia on Standing

Geraldine Bennett Is Given Credit

NEW YORK CITY, April 20.—Geraldine Bennett, daughter of Rev. Ambrose Bennett, pastor of Westwood Baptist church and editor of the Sunday School Informer, Nashville, Tenn., who is a June candidate for the M. A. degree in Household Arts Teachers college, Columbia university, a '32 graduate (Summa Cum Laude) from Tennessee A. and I. State college and former member of the faculty of Howard high school, Chattanooga, Tenn., has the recent distinction of being one of the two Race students elected to membership in Kappa Delta Pi, the international honorary scholarship fraternity at Columbia university. Miss Bennett's election was based on her high scholastic standing during the winter session, 1933-34. She was one of the few graduate students so honored out of the 4,000 in Teachers college. The other Race member among the 61 graduate students who was elected to the organization was Miss Marion Gardner of South Carolina.

As an undergraduate student at Tennessee State, Miss Bennett's record won her membership in Phi Beta Tau, the scholarship fraternity of the college, when a junior, a year earlier than usual, even for superior students. She is also a member of Alpha Kappa Alpha sorority.

DR. FRAZIER AND DR. MAYS NAMED TO H.U. FACULTY

WASHINGTON — The president and board of trustees of Howard University announce the appointments of Dr. E. Franklin Frazier as professor of sociology, and Dr. Benjamin E. Mays as professor of religion and dean of the School of Religion, both effective July 1.

Dr. Frazier is now professor of sociology at Fisk University, Nashville, Tennessee. He received his degree of bachelor of arts, Howard University, in 1916; his master's degree from Clark University at Worcester Moss., in 1920, and will receive his Ph.D. degree at the June convocation of the University of Chicago.

He is the author of several studies, among them "Occupational Classes Among Negroes in Cities;" "La Bourgeoise Noire," an anthology of literature; "The Pathology of Race Prejudice;" "The Negro Family in Chicago" and others.

Dr. Mays received his bachelor of arts degree from Bates College, Lewiston, Maine, and his master's degree from the University of Chicago. He is a candidate for the degree of doctor of philosophy in religion, University of Chicago in August.

He has served as professor in mathematics and sociology at Morehouse College, Atlanta; professor of English at S. C. State College; executive secretary of the Urban League, Tampa, Florida and national student secretary, colored work, Y.M.C.A.

WINS AWARD



HUGHIE LEE SMITH
of East Technical high school, Cleveland, Ohio, has recently been awarded one of the highest national honors obtainable by any high school student in the field of art. In national competition at the fine art galleries of Carnegie Institute, Pittsburgh, Hughie earned a one year scholarship which enables him to continue his art studies at the Detroit Society of Arts and Crafts. His work is included in the international exhibition of secondary school art at Carnegie Institute. The exhibition and the Scholastic Awards are both conducted by SCHOLASTIC, national high school weekly with the assistance of the Carnegie Corporation of New York. Secondary schools of more than 700 towns and cities entered the art competition.

Negro Wins Five-College Oratorical Championship

ST. PAUL.—(ANP) — John A. Cobb, a student at Western Reserve university, Cleveland, won the grand oratorical championship from a field of contestants representing five of the great middle western universities here Saturday night at the University of Minnesota.

The subject upon which Cobb spoke was "Three Score Years and Ten."

Second place went to Seymour Simon, white, of Northwestern university, Chicago. The other schools represented were the Universities of Wisconsin, Minnesota and Iowa. Young Cobb is a native of Cleveland.

GEORGIA GIRL MAKES RECORD AT BOSTON GENERAL HOSPITAL

Boston, Mass., May 2—(By the Associated Negro Press)—Miss Mabel Hood, graduate of Atlanta University and the Williams Business College, Atlanta, who served as secretary to Forrester Washington, director of Atlanta School of Social Work and Albert Dent, superintendent of the Flint Goodrich Hospital, New Orleans, has recently completed the course as Record Librarian at the Massachusetts General Hospital. Miss Hood's application for admission to the course was accepted as are all others, on a month's approval basis. If at the end of the two months the applicant does not qualify, one-half of the tuition is refunded and the student requested to withdraw.

The record that Miss Hood has made is significant because she is the first Negro student admitted to this institution to take such a course. She has undoubtedly made the way easier for any of our group who may follow.

This historical institution is more than one hundred years old and the library school is twenty-five years old.

This course has prepared Miss Hood to handle the records of any Class A Hospital according to the requirements of the American College of Surgeons. There are but three such schools in the United States. The other are located in Rochester, New York and San Francisco, California.

Professor of Zoology at Howard university, is now in Naples, Italy where he will continue his researches on the "Analysis of the Basic Activities of the Living Cell and the Beginning of the Life-Process in the Living Egg." Dr. Just is the author of some fifty scientific papers on Experimental Embryology, and was for five years Rosenwald Fellow of the National Research Council. Dr. Just will resume teaching at Howard university in October, 1934.

Dr. Just is associate editor of Biological Bulletin (Woods Hole Mass.); Physiological Zoology (Chicago); Collinhator Protoplasm (Berlin); and Cytologia (Tokio, Japan). He was formerly vice president of the American Society of Zoologists, and one of the twelve special lecturers at the International Congress of Zoologists meeting at Padua, Italy, in 1930. He was guest professor of Kaiser-Wilheim Institute for Biology, Berlin. 1930, 1931 and 1932.

In Scientific Fraternity



J. J ORAIN JONES,
graduate assistant professor in zoology at the University of Pittsburgh, who was recently initiated into Sigma Xi, highest ranking national scientific fraternal in the country.

Wins National Award



HUGHIE LEE SMITH,
of East Technical High School, Cleveland, Ohio, who recently awarded a one-year art scholarship in a contest sponsored by the Carnegie Institute, Pittsburgh. Smith will continue his studies at the Detroit Society of Arts and Crafts.

Education- 1934

Scholarship and Other Distinctions.

Dr. Julian Makes Good at DePauw, Ind., University

GREENCASTLE, Ind. — Dr. Percy L. Julian, former instrutor in the Howard University chemistry department, now science instructor in Depauw University, white, here, is steadfastly winning the confidence of his associates and the student body.

Dr. Julian is in charge of seniors in the advanced chemistry course, as well as of those seeking their master's degree. One student who received his MA., last month, on the synthesis of the drug physostygmine, did all of his work under Dr. Julian.

The chemistry instructor does not teach in the strictest sense of the word, although he does give the graduate students two lectures a week. Dr. Julian also has charge of the organic laboratory, supervising the experimental work of all taking that particular work. Examinations in this subject are given him once or twice a semester.

Laboratory Improved

Under his supervision, material, apparatus, and books have been added to the laboratory until it is now considered one of the best undergraduate labs in the state. The equipment includes a vacuum machine, hydrogenation machine, and an apparatus for chasing mobile hydrogen atoms.

According to reports, the students like him and he has the support of the faculty. Recently, Dr. Julian was honored by making the Phi Beta Kappa address at the annual initiation. Students of Butler College also gave him a handsome token of appreciation following an address.

Dean Yarborough Receives Doctorate From U. of Pitt.

The National Urban League announces that Dean S. Yarbrough, formerly executive secretary of the Warren Urban League, Warren, O., now on special duty at the national office of the Urban League, has been awarded the degree of Doctor of Philosophy at the University of Pittsburgh.

Mr. Yarbrough was formerly a fellow of the National Urban League and received his Master of Arts degree from the University of Pittsburgh in 1926. Prior to going to Warren, he was Industrial Secretary of the Brooklyn Urban League where he made an exceptional record in his placement of Negro workers.

Evelyn Brooks, Oracle Reporter, Sent to the Register and Tribune

By Everett Wadsworth
News Editor

235 Des Moines high school students from the commercial, salesmanship, journalism, art and domestic science classes were selected to work Friday, known as "High School Day," at a dozen business establishments for practical experience and training. The promotion committee of the Retail Merchant's Bureau of the Chamber of Commerce sponsored the affair which included the following firms: Sears, Roebuck & Co., Younkers, J. C. Penney Co., Montgomery Ward & Co., Kresge's, F. & W. Grand, The Globe, Frankel's, Norman Cassidy's, Utica, Wolfs, Woolworth's, Taylor's and the Register & Tribune.

Passing Grade

Students selected for this event had to have passing grades in their class work, school officials said. They were given work with the regular store employees as salesmen, delivering, business management, copy writing, advertising, and other work to secure first hand knowledge of the commercial world. According to N. H. Nielsen, bureau secretary, they were paid the code minimum rate. A similar day was held in November, 1932.

Evelyn Brooks, colored student of journalism and Oracle reporter, was among the 82 North High students selected to work. She was employed at the Register and Tribune in the news editing department. No other Negro students from the four senior high schools qualified.

Not Eligible

In an effort to check up on the qualifications and procedure by which these students were to be chosen, the principals of the two schools with the majority of Negroes, were interviewed by phone by the Bystander. East High authorities stated that only girls from the art classes were used. No colored girl is taking art this year. One boy in the commercial department said that he didn't care to take part. The other two boys didn't meet the required standards, they said. North High didn't volunteer any information as to the eligibility of their other colored students for these trial positions.

The Bystander was foremost in registering a complaint at the last "High School Day" in 1932, in which no colored students were selected. Attorney James B. Morris, of the Interracial Commission and editor of the Bystander, spent several days investigating the true facts of the situation existing this year.



ROBT. L. LANE

Son of Mr. and Mrs. Robt. T. Lane of Roxbury who won Burrough's Foundation Scholarship this week—Was 1934 hono rgraduate of Memorial High—Enters school of accounting in fall—Only race contestant.

Wins Scholarship

ROBERT LANE, ONLY RACE BOY SELECTED FOR THE COMPETITION, GETS BURROUGHS FOUNDATION SCHOLARSHIP — HONOR PUPIL AT ROXBURY MEMORIAL HIGH—WILL ATTEND BENTLEY SCHOOL OF ACCOUNTANCY IN FALL

Among the fifteen to be aided in attending college by the Burroughs Newsboys' Foundation, selected by judges Tuesday night, was Robert L. Lane of 135 Harold St., Roxbury. He was the only colored boy recommended by his principal. Young Lane is a 1934 graduate of the Roxbury Memorial High School where he was an honor pupil, making an average of "B" during the last three years. He specialized in the accounting course and will attend the Bentley School of Accountancy this fall.



CUM LAUDE—John A. Morsell, Pittsburgh, B.S. in social science at N.Y. College. He earned Phi Beta Kappa key.

Tuskegee Photographer Gets World's Fair Prize

TUSKEGEE INSTITUTE, Ala. —(ANP)—Selected from nearly a quarter of a million pictures entered in the contest, J. J. uarles's photographic study of the Pitts baby has just been awarded first state prize of $50 by the judges of the Sears, Roebuck baby contest.

The prize entry now becomes one of the ninety-eight selections going to Chicago to compete for the grand national prize. Visitors to the World's Fair will decide by ballot the winners of the first ten national prizes.

Ohio State University Awards Ph.D. Degree To W. Sherman Savage

COLUMBUS, Ohio.—W. Sherman Savage, professor of history in Lincoln university, Jefferson City, Mo., was among those who were awarded the degree of Doctor of Philosophy at the recent summer convocation, August 31, at the Ohio State university. Mr. Savage presented as a dissertation "The Controversy over the Distribution of Abolution Literature 1930—1860." His major was American history.

Savage Earns Ph.D. at Ohio State U



W. SHERMAN SAVAGE, professor of history at Lincoln University, Jefferson City, Mo., was among those who were awarded the degree of doctor of philosophy at the recent summer convocation, at the Ohio State University. Mr. Savage presented as a dissertation, "The Controversy Over the Distribution of Abolition Literature, 18-30-1860." His major was American history.

Earns Doctorate



John M. Coruthers, above, director, division of agriculture and professor agricultural economics Arkansas State College who was awarded a Ph. D. by Cornell University at the convocation which concluded the summer quarter. The degree will be formally conferred September 26. Dr. Coruthers made a study of cotton-growing communities, the title of his dissertation being "One-Variety Cotton Communities."

Dr. Coruthers earned his B. S. in agriculture from Hampton Institute; and his master's from University of Wisconsin. He taught at Southern University before taking up his duties at Arkansas State.

Negro's Heroic Act May Bring Him Medal

WASHINGTON, Ga., April 27.—(AP)—R. R. Johnson, merchant, has started a movement to obtain a Carnegie medal for David Grier, 60-year-old negro.

Grier, unaided, carried eight of the occupants of a farmhouse to safety when the building was destroyed by fire. His mother-in-law, his invalid wife and eight children were in the house at the time. Two of the group escaped unaided. The negro was burned and exhausted by his efforts.

Dr. Ruth Howard, D.C., a Girl, Studied Triplets

MINNEAPOLIS, Minn. — "A Developmental Study of Triplets" is the title of a study by Dr. Ruth Howard of Washington, just made public by the Institute of Child Welfare of the University of Minnesota.

The study represents Dr. Howard's thesis for the Ph.D. degree, which was conferred on her in June, and is the first extensive study that has ever been made on triplets. Her study gives data based on 229 sets of triplets.

Dr. Howard states in this study that the three members of a set of triplets should not be treated as if they were all alike. This is essential, she continues, if the three members of the set are to express their individuality.

Dr. Howard won her degree in the department of psychology.

New York World Telegram

SEP 24 1934

JOHNSON TO LECTURE.

JAMES WELDON JOHNSON, poet and professor of creative literature at Fisk University, has been engaged to give a series of ten lectures this winter at New York University in a course covering racial contributions to American culture.

New York University and its students are to be congratulated upon the good fortune in the prospect of hearing this many-sided man.

In a country dedicated to the proposition that all men are created free and equal it ought to be redundant to add another word to this. Yet such is the continuing backwardness in America, and even New York, that never before has any Negro served as a lecturer in any university in the city. The honor accorded this great Negro by New York University therefore becomes unique news.

NEW YORK MIRROR

SEP 24 1934

Light on the Horizon.

The announcement from New York University stating quietly and simply that James Weldon Johnson has been appointed to the teaching staff as a professor has a significance which puts the news item far beyond the day's event. For a Negro educator to receive the recognition of a great university which this appointment determines can only mean that the East at least has seen a great light, new and shining on the horizon's rim.

New York World Telegram

SEP 22 1934

Negro Scholar to Attend N.Y.U. as Visiting Professor

James Weldon Johnson, Creative Literature Instructor at Fisk University, First of His Race Called to College Here.

James Weldon Johnson, poet, professor of creative literature at Fisk University, and one of the foremost Negroes in the literary and educational field in this country, will come to New York University this winter as a visiting professor —the first of his race called to the faculty of N. Y. U.

In making the announcement of the appointment Professor E. George Payne, assistant dean of the School of Education, N. Y. U., said Professor Johnson would deliver a series of ten lectures, in a course of thirty, covering racial contributions to American culture. Dean Payne will be director of the course, will deliver some lectures himself, as will Professor Hughes Mearns, of N. Y. U.; Leonard Covello, of the new Harlem High School, and other specialists on various races.

"I believe the presentation of this course, in which I, for my part, will deal with the cultural contributions of the Negro to American life, will bring an appreciation of what the Negro really has contributed," Professor Johnson said today.

He is at his summer home, Five Acres, Great Barrington, Mass., and is returning next week for the opening lecture of the course, which will be given every Thursday night from 6 to 8 in the main building N. Y. U.

"I further believe it will go far in removing some of the old stereotypes of racial inferiority," he commented.

"My appointment indicates progress in the whole consideration of what we call the racial question. I'm not sure the appointment sets a precedent in New York City, but I believe it does. It's certainly unusual, and I'm very pleased about it."

The course is a new one in the sociological field and is designed to replace a previous course in "Immigrant Backgrounds." Dean Payne expects it to be quite popular. There are facilities for enrolling about 200 students in the course.

Professor Mearns will present the cultural contributions of England, and Covello those of Italian-speaking peoples, both as to literature and art.

Johnson often has been called the leading scholar and poet of his race in America. He's a native of Florida, attended Atlanta University, Columbia University, was principal of the Stanton School in Jacksonville, later was president of the State Teachers' Association, ran a newspaper, studied law, wrote poetry and with his brother, Rosamond Johnson, came to New York in 1899. Here he wrote the lyrics of popular songs, including "Under the Bamboo Tree." Later he was in the consular service in Nicaragua and Venezuela, was the secretary of the National Association for the Advancement of Colored People, contributed to many magazines and had published many books.

WINS JUNIOR CHEMIST AWARD.

FLEMMING GIDDINGS

Waco, Texas youth who has won a Junior Gilbert chemistry award given each year to the boy owners of Gilbert Chemistry sets by A.C. Gilbert, president of the A.C. Gilbert Company. Although only two awards were made, young Giddings, because of his energy and ambition and foresight was given one of them. Contestants entered from all parts of the United States and numbered many thousand.

Call
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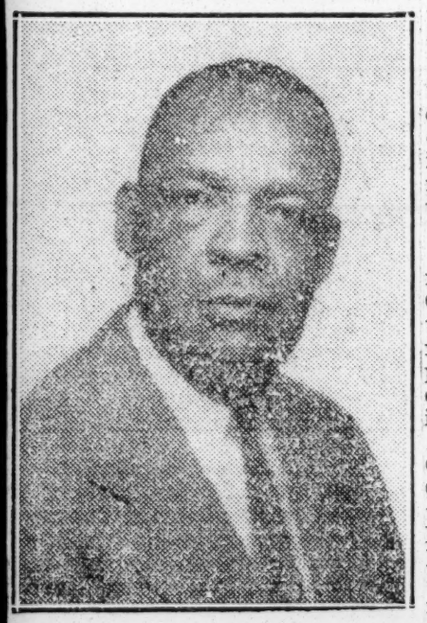
Education – 1934

Scholarship and Other Distinctions.

B. T. Harvey, Figure of Sport World Emerges As Scientific Scholar

By A. E. WHITE

For years, the same name of B. T. Harvey has been synonymous with football and athletics in the South; in fact, Mr. Harvey has been so closely identified with the sport, he is known as the "father of football in the Southern Colleges". The



great work he has done in football has completely overshadowed his greater work in his chosen field, chemistry.

But, through all the years that he has worked at football, Mr. Harvey has applied himself just as assiduously to the teaching of chemistry and is now working for a doctorate in that branch of science at Columbia University, where last summer, he completed his residence requirements for the degree.

So successful have been his experiments during the summer, officials of the school, including the head of the department of chemistry, begged Mr. Harvey to remain and complete the highly valuable work he had begun.

Special Laboratory

In an especially equipped laboratory at the university, Mr. Harvey worked determining the change in sugars in numerous valuable products, but the press of his duties at Morehouse demanded that he return to take charge of the work at that institution.

However, during the winter, Mr. Harvey will continue to conduct the experiments which when completed, will serve some of the most useful purposes in the history of research chemistry. He expects to return to Columbia next summer to put the finishing touches on his experiments and to prepare the thesis for his doctorate.

Since graduating from Colgate, Mr. Harvey had applied himself to the teaching of chemistry at Morehouse, and with activities closely identified with this subject. Because of the exceptionally fine record he established, he was elected in March 1934, as member of Sigma Xi, an honor society of scientific workers.

Has Many Connections

His connections include also memberships in the American Chemical Society; American Electro-Chemical Society; Association for the Advancement of Science; president, Southern Colored Coaches Association since its inception in 1934; former president, Southern Athletic Conference; president, Georgia Association of Accredited Colleges and Seconday Schools; member of the "27" Club; Alpha Phi Alpha, Elks, Odd Fellows and Masons.

Among Mr. Harvey's literary efforts are a number of articles for magazines and papers including "An Interesting Experiment in Teaching High School Physics"; "A Student Electro-Chemical method for Determination of Copper in Brass"; "A Plan for City, Recreation", and "The Teaching of Science in Negro Colleges". Besides these activities, Mr. Harvey was founder and editor for four years of the "Morehouse Journal of Science".

Planned Science Building

Since 1916, Mr. Harvey has been professor of chemistry and physics at Morehouse College, during which time, he planned the science building erected at a cost of $150,000. This was the first building devoted entirely to science erected at any Negro college south of Washington.

When Mr. Harvey returns to New York in 1935, Columbia University will extend to him the same courtesies they did the past year, when he worked alone in a laboratory equipped with special paraphernalia, valued at thousands of dollars. He is one of the few colored men to have had this opportunity and because of the fine record he made there and at his own school, every facility is at his disposal in the research he is conducting, eagerly awaited by several well known firms in the commerical world as well as the educational institutions he serves.

Remarkable Prodigies Of The Negro Race

PROBABLY the world's most advanced school child for his age, and undoubtedly the universe's greatest negro prodigy, is little David Forston, seven-year-old boy of Royston, Georgia, who has made more grades than he is years old. Although the intellectual capacity of the negro race is regarded as far below the white's, the intelligence of the family of which David is a member rates way above the average for blacks or whites.

His sister, Ruby Brown, only seventeen summers, completed the third year in college shortly after her fourteenth birthday; while her baby, Thomas, Junior, aged one year and three months, can read, and goes to town alone on errands.

"I have always hoped that some day I would be able to help those less fortunate than myself. I have had visions of being a doctor for so long," young David remarked, "until now this has become my one ambition in life, and I believe I can render better services to mankind in that work than in any other endeavor."

David is a clear-eyed, modest youth, who speaks with sincerity and in an unbountiful, yet unhesitating manner. He has a vocabulary that is akin to a college professor's well demonstrated in discussions of the happenings of the day, scientific subjects, and others which include complicated matters covering a wide scope of topics.

This boy was born with a hankering for learning and soon after being able to toddle he began going to school with his father, Warren Forston, who taught in the Elberton, Georgia, Negro High School for fifteen years, up until his death in 1929. After David had successfully mastered the art of writing his name at a year-and-a-half, he began to learn to read. This accomplishment proved an appetizer for the little fellow, and at the age of three, as the records reveal, he could write a letter.

David's mother, Minnie Forston, was ambitious for her children, and since her death these orphans have carried on just as they would had she lived, for she often said: "You have to first make your tools before you can build a place to keep them."

David is doing just that. In order to stay in school, he works as a delivery boy for a grocery store. While not working be builds many useful things, including toys for the little children in his neighborhood.

This precocious lad will be in the eighth grade in school the current term, and will remain seven years old up until the last month-and-a-half of school, his birthday falling on the fourteenth of April.

Ruby, his sister, lives in Anderson, South Carolina, with her sister, Roberta Gaines. When Ruby commenced her school days in Elberton, Georgia, she worked in the afternoon, and so eager was this girl to excel in her school work she would arise at 4:30 in the morning to study. The older people with whom she lived would often hide her books for fear she might impair her health.

Her baby, Thomas, who is only a year and three months old, delights in reading every letter that his mother writes, only pausing in reading for an explanation of the words he does not understand. Ruby fears, because of his precocious intelligence, he cannot live past his fourth or fifth birthday.

Other members of this family are endowed with this unusual desire to acquire knowledge. Older members on both sides of the house show a striking aptitude for higher learning, and are college graduates, or well educated.

The family may produce such men as the negro geniuses, Paul Lawrence Dunbar, the poet, and George Washington Carver, botanist, known as "the man who introduced sweet potatoes and peanuts into society."

Dunbar came of a humble family in Dayton, Ohio, and was a child of such unusual mind that he dug out an education in spite of his poverty. He worked for a while as a mechanic and elevator boy, but later managed to get a job in the Congressional Library at Washington, where at the same time he could complete his education. William Dean Howells recognized him as a poet of the first rank.

TRIPLET EXPERT

Dr. Ruth Winifred Howard who recently received her Ph.D. degree from the University of Minnesota. Her thesis was "A Development Study of Triplets." She studied 229 sets. She is the daughter of the late Rev. W. Howard, pastor of Mt. Zion Baptist Church, Washington and a graduate of Howard University. Gossip is that Dr. Howard's engagement to Dr. Albert S. Beckham of Chicago will be announced soon. (Story on School Page.)



Carter G. Woodson Awards History Prizes To Three

Irving Dillard of St. Louis Takes First Honor—Virginia State Teacher Is Second.

WASHINGTON, Nov. 8—Dr. Carter G. Woodson, director of the Association for the Study of Negro Life and History, has announced the winners of the history prizes for the year ending October 1, 1934. These prizes will be awarded in Houston, Tex., at the annual meeting the week beginning the 11th.

The first prize of $100 for the best article contributed to the Journal of Negro History during the year goes to Irving Dilliard, of the St. Louis Post Dispatch, for his article on James Milton Turner. A second prize of $50 for the next best article contributed to the Journal of Negro History during the year goes to Prof. Luther P. Jackson, of Virginia State College, for his study of the "Economic Status of the Free Negroes In Virginia."

The first prize of $50 for the best book review contributed to the Journal of Negro History during the year goes to L. D. Reddick, of Kentucky State College, for his review of Donald Young's "American Minority Peoples." A second prize of $25 for the next best review contributed to the Journal of Negro History during the year goes to Prof. V. B. Spratlin, of Howard University, for his review of Prof. Mercer Cook's "Le Moir."

In 1932 the prize for the best article was awarded to Kenneth Porter for his study of "The Relations of Indians and Negroes in the United States," and the prize for the next best article to Dr. Charles H. Wesley, of Howard University, for his dissertation on "The Negro in the British West Indies." The prize for the best review of that year was given to Prof. Rayford W. Logan of Atlanta University for his review of Owsley's "King Cotton Diplomacy" and Jordan and Pratt's "Europe and the American Civil War." The second prize for the next best review went to Miss Bernice Person, of St. Louis, for her review of Henri Dubois's "Repertoire African."

In 1933, the prize for the best review was given to Faith Vibert of London for her treatment of the Society for the Propagation of the Gospel in Foreign Parts, and the second prize for the next best article was presented to Fernand Masse of the Bibliotheque Nationale for the study of "The Negro Race In French Literature." The first prize for the best review was given to Prof. Ben Azikiwe, of Lincoln University in Pennsylvania, for his review of Spivak's "Georgia Nigger," and the second prize for the next best review was awarded to Victor R. Daly for his review of Lewis's "Sherman: The Fighting Prophet."

The Association is very much pleased with the increase in the number of articles and reviews which this contest has stimulated. It is observed, too, that it has made available for the "Journal of Negro History" dissertations of a more serious order than those of the earlier years. In view of these facts, the same prizes will be offered again for the year ending October 1, 1935.

State College Professor Makes Correction

Professor Joshua Lincoln makes an intrinsic correction in Mathematics on the Interchange of Limits from the Calculus. Very recently this correction was favorably and respectfully acknowledged by the corresponding author at Massachusetts Institute of Technology.

This element of contribution was chiefly concerned with associative skills rather than meme manipulative skills. It was incidently deduced from intensive research plus exceptional mathematical scrutiny.

Professor Williams received the Master of Arts degree in 1931 and has completed one and a half years of graduate work under the Faculties of Pure Science with major interest in mathetics at New York University and Columbia University. It was particularly through his outstanding Master's Thesis that authorities first learned he possessed a real sense of mathematical scrutiny for amendment.

The present position of Professor Joshua Williams is that of a teacher of Mathematics in State College at Orangeburg.

CULLEN TO TEACH IN HARLEM SCHOOL

NEW YORK, Nov. 22—(ANP)—Countee Cullen, poet, was appointed French teacher at Frederick Douglass Junior High School, West 140th street, the list made public by the Board of Education last week. His appointment takes effect December 3.

WINS PHI BETA KAPPA KEY

Reed Peggram Wins Coveted Honor at Harvard

Among the sixteen students who were elected to the Harvard University Chapter of Phi Beta Kappa Society, was Reed Peggram of Dorchester.

Mr. Peggram is a senior in Harvard College. He is specializing in French, and it is currently reported that his accent and diction in that language is on a par with a native of that country.

He is a graduate of Boston Latin School.

Education - 1934

Scholarship and Other Distinctions.

Morehouse Teachers Write For Scientific Magazines

ATLANTA.—In the October, 1934, issue of the Journal of Cellular and Comparative Physiology appears an article written by the late John C. Bridges and Margaret Sumwalt, entitled "The Effect of Acidity Upon the Potassium Poisoning of Fundulus Eggs."

Mr. Bridges was graduated from Morehouse college in 1929 and from the University of Michigan in 1931. He was engaged in research two summers (1932 and 1933) at the Marine Biological Laboratory, Woods Hole, Mass. From the time of his graduation in 1929 until his death in September, 1934, Mr. Bridges was a member of the faculty of Morehouse college.

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Mr. Birnie joined the faculty of Morehouse college in September, 1934.

College Prexy Is Guest at Vassar

A busy but valuable week-end was experienced by Mrs. Mary McLeod Bethune, president of the Bethune-Cookman College in Daytona Beach, Fla., on last Saturday and Sunday. During that time she was a special guest at Vassar College for Women in Poughkeepsie, N. Y., where she held conferences with 200 alumnae of the school; with 1,200 young women from all parts of the world; with officers of the student organizations of the college; and with the department of religious education and the race relations unit.

Mrs. Bethune, widely known as an educator and lecturer, chose "Justice—Then Peace" as the theme of the speech she delivered at the 11 o'clock chapel service on Sunday. President and Mrs. Henry Noble MacCracken had Mrs. Bethune as a guest in their home while she was at Vassar.

Mrs. G Elise Ayer Named Acting Head Of Public School 24

Superintendent of Schools Harold G. Campbell, announced last week the promotion of three assistant principals of public schools to assignments as acting principals in charge of schools. Among this group was Mrs. Gertrude Elise Ayer, for the past eight years assistant principal at P. S. 90, Manhattan, who was transferred to P. S. 24, 128th street and Madison avenue, where she will be acting principal.

Mrs. Ayer, who is the wife of Dr. Vernon Ayer, is well known in educational and civic circles in New York. Prior to entering the school system, she had charge of the federal labor bureau conducted in Harlem and for a time had charge of vocational guidance in the public schools of Harlem. Her present position is the highest ranking of any held by a Negro in the schol system.

She is a native of New Jersey and a product of the schools of that state and New York City having studied at the New York Teacher Training School, New York and Columbia Universities. Despite her busy career as a teacher, she found tmie to rear a family. Her daughter recently graduated from Hunter College and her son Cornelius McDougald, jr., is a graduate of Fisk University and at present a law student in New York.

St. Petersburg, Fla., Times
August 4, 1934

Tampa Honors Negro Citizen

Tampa Tribune: The Executive Board of the Tampa Urban League has asked that the new school building for negroes, now in course of construction, be officially named "George S Middleton High School." This in honor of Tampa's leading negro citizen, who died last November.

The asking is appropriate and should be granted. George Middleton, mail carrier for 2 years, always at or near the top of the post office "roll of honor" for efficient service, was much more than a faithful and competent postman in his service to his race and the community. He was a leader in the Urban League in fraternal orders, in negro business concerns in movements for better living conditions, better jobs, better education for negroes of Tampa. This record actuated the directors of the Urban League, who include prominent white citizens to say in their resolutions that George Middleton's "noble gifts in unselfish service merit unusual consideration." The school authorities would do a merited and gracious thing to grant this recognition of a worthy life.

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25-YEAR FIGHT BY CITIZENS IS CLIMAXED

Miss Dorothy Burdine Named on Whittier School Staff; Has M.A. Degree

DENVER. —Climaxing a fight waged by Negro citizens of Denver for more than a quarter century, a Negro teacher was appointed this year for the first time in the history of the city.

The teacher is Miss Dorothy Burdine, 3121 Gilpin street, who was elected to teach in the Whittier school at Twenty-fifth and Marion streets. She began her duties Monday, September 10.

Has the Experience

Miss Burdine, who has lived in Denver most of her life, holds both an A. B. and an A. M. degree from the Colorado State Teachers college at Greeley. She taught three years at the Tennessee State college at Nashville and was instructor at the Prairie View State college at Prairie View Texas, last year.

Denver's first Negro school teacher was an outstanding student at Greeley college and maintained a high scholastic average. A. L. Threldkeld, superintendent of schools, and assistant superintendent Palmer, who were responsible for her appointment, have said that they are well satisfied with the record that the new appointee is making.

It is rumored currently that five other Negro teachers will be appointed in the near future.

Whittier school is located in a district which is predominantly populated by Negroes. A large number of white pupils attend the school, however.

Long, Tedious Fight

The fight for a Negro teacher in Denver began more than 25 years ago when the citizens here sought to effect the appointment of Miss Lucille Buchanan, now Mrs. Lucille Jones of Chicago, a native of Denver and a graduate of the Colorado State Teachers college at Greeley, where she made an outstanding record.

Although the superintendent of schools said that Miss Buchanan's personality, her ability and qualifications far surpassed many applicants for teaching positions, the Negro woman was not appointed. Miss Buchanan secured a position in Arkansas and later was employed as Instructor of English at Lincoln high school in Kansas City, Mo., where she taught for 10 years.

She resigned her teaching position several years ago to enter business career and to marry.

The Negro citizens of Denver continued to wage their fight for the appointment of a Negro teacher in Omaha, Father Albert Williams, rector of the Episcopalian church and is the mother of Miss Kathryn Williams, now a teacher in a nursery school in Omaha.

Contrary to the popular contention that Negro teachers can teach successfully only students of their own color, Miss Gamble was placed in an all-white section in the Nebraska city resulted in the appointment of Miss Lucy Gamble Williams, as the first Negro teacher there. Mrs. Williams is the widow of the late

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Contrary to the popular contention that Negro citizens of Denver Rev. Father Albert Williams, rector of the Episcopalian church and the mother of Miss Kathryn Williams, now a teacher in a nursery school in Omaha, the fight for Negro teachers in Denver of the Negro citizens of the appointment of Miss Lucy Gamble was placed in the Nebraska city resulted in the first Negro teacher there. Mrs. Williams is the widow of the late

Dr. C. Wendell Freeman Of Howard Uni. Studying In Germany and Austria

WASHINGTON, D. C.—An important contribution to public health work in this country may be expected as a result of the studies that are now being carried on in Germany and Austria by Dr. C. Wendell Freeman of the Howard University School of Medicine faculty. Dr. Freeman earlier in the year was granted a fellowship for European study by the Oberlaender Trust of the Carl Schurz Memorial Foundation, a national organization devoted to the promotion of cultural relations with German speaking countries in fields relating to the public welfare. Dr. Freeman, though one of the young physicians on the staffs of Howard University and Freedmen's Hospital in Washington, D. C., has proved himself a leadin in building up the service of those institutions to the public and to students of medicine. The Oberlaender Trust grant was made in recognition of his achievements and as a means of enabling him to acquire a degree of training that will be reflected in still greater usefulness to the cause of public health.

Dr. Freeman and his wife (the former Mabel Jones of Columbus, O.) are at the present time studying in Munich, having been in Germany since last July. They report that every facility has been extended by officials in the cities they have visited, so that it has been possible to observe at close largest and most noted hospitals and clinics. At the outset of his studies, Dr. Freeman conferred with the public health commissioner of Berlin, who arranged for him to work in those departments of the Virchow Hospital and the Charite Hospital that offer the most interesing experience in his special fifeld. During his stay in Berlin, Dr. Freeman had the good fortune to attend all of the sessions of the German Dermatological Congress, where he met the leading scientists in the field and saw demonstrated some important manifestations of skin diseases.

Before taking up his present work in Munich, Dr. Freeman visited a number of other cities, notable among them being Dresden where the famous Hygienic Museum provides the most advanced material in the world for health education. Conducted by the director of the museum through the private workshops in which the exhibits are made, he gathered a great deal of information on progressive methods of teaching and on the control of disease. After spending two months in Munich, Dr. Freeman will proceed to Vienna for the remaining months of his work abroad. The combination of concentrated study in a few places with more extended observations part of the time will have given him, by the time he returns to this country, a well balanced equipment for putting to use the fruits of that scicentific research and experience for which Germany and Austria are known.

The Oberlaender Trust, founded by Mr. Gustav Oberlaender, of Reading, Pa., has been in existence for over three years, and in that time has made it possible for about one hundred outstanding American citizens to study the developments in various fields in German speaking countries that are of special value to the American people. The fund is administered by the following trustees: Gustav Oberlaender, president; Carl W. Ackerman, Dean of the School of Journalism, of Columbia University; Dr. Hayden Emerson, College of Physicians and Surgeons, Columbia University; Henry Allen Moe, executive director of the Guggenheim Foundation; Wilbur K. Thomas, executive director of the Carl Schurz Memorial Foundation Inc.

WINS $1000 SCHOLARSHIP

EDMUND BLACK OF MALDEN SUCCESSFUL COMPETITOR IN NEWSPAPER CONTEST — WILL STUDY ABROAD

Edmund Black of 11 Almont ct., has been awarded a $1,000 traveling scholarship for foreign study, having won the competitive current event contest conducted by a Chicago newspaper.

Black is the son of Samuel J. Black who was for many years private chauffeur to the late Charles L. Davenport. He is now a third year student at Harvard graduate school studying for his Doctor of Philosophy degree. He plans to study at London School of Political Science when he finishes at Harvard and later become a teacher. He has maintained a high scholarship rank throughout his college career.

GETS Ph.D.



W. SHERMAN SAVAGE

The doctor's degree in History, was recently awarded to Professor W. Sherman Savage, head of the Department of History at Lincoln University, Jefferson City, Mo., at Ohio State University. Dr. Savage received his undergraduate training at Howard University.

RECEIVES AWARD



P. B. YOUNG, SR.

Editor of the highly razed Norfolk Journal and Guide, who has been given Omega Psi Phi award for having made the most outstanding accomplishment in Norfolk, Va., during the year. He is a trustee of Howard university and during his years position in national organizations have been accorded him.

5-YEAR-OLD PRIZE WINNER COLORED

Little Girl Prints Her Way to Victory Over Contestants Under 12

Little Miss Francine Louise Miller, 1302 C Street, Southeast, winner of the third prize in a contest recently held by a local daily newspaper, is colored although no mention was made of the fact when the prize-winners were announced last Saturday.

The child, only 5 years of age, was recipient of a check for $5 for her effort in an essay contest in which the contestants, all under 12, were required to write on "Why You Know There is a Santa Claus."

Little Francine, being of such tender years, does not write longhad. She does, however, print whatever she desires to be read. Parents and friends of the family were surprised when the little girl was returned a prize-winner in a contest in which only she exhibited any interest.

Earle to Attend Testimonial for Joseph Rainey

PHILADELPHIA. — Governor-elect George H. Earle, John B. Kelly, Democratic city leader; Bil (Bojangles) Robinson and J. David Stern, publisher of the Philadelphia Record, are among those who will attend a banquet to be given in honor of Joseph H. Rainey, inter-racial editor of the Record, at the Broadwood Hotel, Broad and Wood Streets, Today, January 11.

The affair is being tendered Rainey in testimonial of his fine newspaper work in bringing before the public the constructive side of the group. It the same the citizens' committee, which is heading the testimonial, will make a presentation to J. David Stern for his liberality in championing the causes of underprivileged groups in his newspapers.

1500 Expected

According to Dr. Edwin F Thompson, chairman of the committee, fifteen hundred will be or hand to attend the affair. They will include besides prominent colored and white leaders in sports journalism, theatrical and professional fields, men and women from all walks of life.

Among some who have accepted invitations to attend are Magistrates Carl Muhley, Edward W Henry, Charles Amodei and Angelo Panetta, Congressman-elect Burwood Daly and M. J. Stack, Legislator-elect Marshall L. Shepard, J Austin Norris, Raymond Pace Alexander, John Francis Williams Robert N. C. Nix, Dr. Donald Maddox, Dr. Daniel A. Brooks, Dr. Harrison Meekins, William T. Coleman, Dr. William L. Brown, Neville Reed, Dr. J. Max Barber, Sommerville Fauntleroy, Lelia Lawrence, Dr. George Rodgers, William N. Jones,

Dr. Nathan Mossell, Dr. Henry Minton, John Baugh, Dr. William Warrick, Edward Hazell, E. Washington Rhoades, Fletcher Amos, Bernard Mueller, Mrs. Beatrice Clare, Dr. D. A. Wilson, T. Barksdale, Dr. Harry Green, Dr. C. Dorsey, R. Wilson, Dr. D. B. Taylor, Wayne Hopkins, C. Horlick, Dr. Whittier H. Wright, and Mr. and Mrs. T. Bostic.

Education-1934
Scholarship and other Distinctions.

Macon, Ga. News
March 2, 1934

NEGRO MAIL CARRIER RETIRED BY UNCLE SAM AFTER 27 YEARS

James Thomas Wright Says He's Going to Raise Vegetables at Home Now

James Thomas Wright, a Negro mail carrier at the Macon post office, was retired on pension March 1 because Uncle Sam wants no postal service from a man after he reaches 65, and James had reached 65 on the 12th of February. A big concession was made by letting him finish out the month of February before being retired. A request had to be submitted to the post office department and authority had to come from Washington.

But Wright finished his 27th year without missing a day from work and without having been tardy in a single instance.

"And I carried as heavy loads as any carrier at the office," he proudly remarked. "I am going to keep busy, and raise vegetables in my garden spot on Pleasant Hill. I don't know how much money I can make at it, but I will enjoy it, and I think I can make something. I can't tell what my pension will be, but if I had finished my 30 years it would be $100 a month for the rest of my days, but they wouldn't let me stay any longer after I had reached the age limit, so probably I will get something above $80 a month as a pension.



J. T. WRIGHT

Educated Six

"I reared and educated my family, four daughters and two sons, sending them on through college. One of my daughters died just after she grew up, but the other daughters are school teachers and one of my sons is in the government postal service up north, and the other is with the express service in Macon.

"I had only a country school education near Harrison, Wrightsville, Tennille—my father was a farmer in that part of the state, but after I was grown I came to Macon and attended Ballard school four years, and then went to Tuskegee and learned harness making—we had horses in those days. I came back and worked four years for G. Bernd and company. Then I taught school, and finally stood a competitive examination for the postal carrier service and received appointment. That was 27 years ago today; and I enjoyed every hour of my work. When I was on my route carrying messages to the good people I felt real thrills. I didn't drag along.

"I don't think age has hurt me at all. I feel as strong as I ever felt. I lost my wife four years ago but my daughters look after my home, and I get along very well. The home is all I accumulated, because I sacrificed all of my savings to give my children advantages. My wife was Amanda Griggs of the neighborhood of Eatonton. Her father was a farmer of that section. He was Elbert Griggs.

"My sense of gratitude is very keen. I am certainly grateful for what came to me as my lot in life."

WINS SCHOLARSHIP



FRANK W. NEAL
Graduate of the Wendell Phillips high school, who had the distinction of being awarded a scholarship to the Art institute. He stood highest in his examination among 60 students. Neal lives at 4957 Washington Park Ct.
—Chicago Defender Photo.

Defender ★ 3-10-34 Chicago Ill.



Leon E. Wright, a senior at Boston University, has been elected for the Phi Beta Kappa Society. He has been notified by the Massachusetts Epsilon Chapter of the University.

Mr. Wright received four scholarships from the college during the past four years, and was also the recipient of one from the Burroughs Newsboy Foundation.

He has specialized in French literature and Sociology. He will graduate in June but has not decided whether he will pursue further studies in his major course, French literature, or prepare to enter Social Service work.

As far as it could be traced Mr. Wright is the first colored student to be elected to this honor society from Boston University since its inauguration there. A former graduate at Boston University, Constance Crocker, now the wife of a professor at Atlanta University, had her name emblazoned on the walls of one of the colleges in the University for excellence in Spanish.

E. K. Jones Is Honored By N.Y. Governor

Courier 3-17-34

ALBANY, N. Y., Mar. 15 — Eugene Kinckle Jones of the National Urban League and connected with the Department of Commerce in Washington, D. C., was signally honored last week, when he was chosen [illegible] member of the New York State Planning Board, named by Governor Lehman.

Pittsburgh Courier 3-24-34

The new board, operating as an unofficial State body, will seek to plot a long-range course for development of all aspects of the social picture in the Empire State.

Dr. A. R. Mann, provost of Cornell University is chairman of the board. Robert Whitten has been appointed expert director by the PWA, which will bear all the expenses.

COLUMBIA ELECTS 2 TO KAPPA DELTA PI

Afro American 3-24-34

NEW YORK CITY.—Of four thousand students in Teachers College of Columbia University, a Delta and an AKA were among the eighty-five selected for membership to the Kappa Delta Pi fraternity, national honorary scholarship society.

The AKA is Miss Geraldine Bennett of Nashville. She graduated summa cum laude from Tennessee State, besides winning other scholastic honors, and is working on her master's degree at Columbia, in household arts.

Miss Marian J. Gardiner, the Delta, is a native of Columbia, S.C., a Hampton graduate in '31. She will receive her master's in household arts in June. Miss Gardiner is head of the home economics department at State College, Orangeburg, S.C.

Courier 3-24-34



LEON WRIGHT
Brilliant student.—Wins Phi Beta Kappa

PHI B. KAPPA MAN

LEON WRIGHT MAKES SCHOLARSHIP SOCIETY AT BOSTON U.—BRILLIANT HISTORY STUDENT

Mr. Leon F. Wright of Boston University, College of Liberal Arts has been found eligible to become a member of the Phi Beta Kappa, a national honorary society to which membership is gained on the basis of high scholastic standing and scholarship.

This is the highest honor an undergraduate in any college can receive.

Mr. Leon Wright has been an honor boy throughout his whole high school career. He entered college at the age of eighteen and marked a very successful career with the wining of four scholarships.

Mr. Leon Wright is a private tutor in all Academic subjects and specializes in training young boys and girls for college.

YOUTH EXCELS AT HARVARD

Peggram Attains Highest Group in Rank List

Reed E. Peggram of Dorchester who is a junior in Harvard College has attained the highest possible standing. He has won a place in the First Group of the Dean's List, and thus the leadership of his class.



Peggram prepared for college at the Public Latin School, where he consistently obtained many prizes for excellence in his studies. Since matriculating at Harvard, he has been invariably on the Dean's List and has won scholarships.

Gets High Honor



MISS ROZELLA CALDWELL,
Senior student in the department of physical education at the Kansas State Teachers college in Pittsburg, who has won the "K" pin, the highest honor that can be bestowed upon a woman athlete at the school. Only four women have received the pin this year, Miss Caldwell being the only Negro. She also has won a "K" letter, a W. A. A. plaque and three chevrons. Miss Caldwell is champion tennis player.

Seminary Alumni Elect Negro

For the first time in the ninety-eight years' history of the Union Theological Seminary, New York City, a Negro has been elected president of its New York Alumni Club. He is the Rev. Dr. William Lloyd Imes, pastor of St. James's Negro Presbyterian Church. He is a member of the committee on nominations of the Presbytery.

Pleased at the choice, Dr. Henry Sloane Coffin, president of the Seminary, said, in effect, that there was no occasion to be surprized. "There is absolutely no discrimination of color line in the Seminary," he said. "Dr. Imes is one of the ablest among our alumni. He deserves the honor on his record as a pastor and a preacher."

2 FROM MOREHOUSE WIN PH. D. DEGREES

Two Morehouse College graduates this month completed their work for the highest academic degree conferred by American and British universities and received the rank of doctor of philosophy from the University of Minnesota and the University of Toronto. The men were Marion Vorelland, of Atlanta, who earned his degree at Toronto, and Charles Wesley Buggs, of Brunswick, whose work was done at Minnesota.

Zoologist in Naples



DR. E. E. JUST,
professor of zoology at Howard University, who is now in Naples, Italy, where he will continue his researches on the "Analysis of the Basic Activities of the Living Cell and the Beginning of the Life Process in the Living Egg."

Dr. Just is the author of some fifty scientific papers on Experimental Embryology, and was for five years Rosenwald Fellow of the National Research Council. Dr. Just will resume teaching at Howard University in October. 1934.

Dr. Just is associate editor of Biological Bulletin (Woods Hole, Mass.); Physiological Zoology Chicago); collaborater of Protoplasma (Berlin); and Cytologia (Tokio, Japan). He was formerly vice-president of the American Society of Zoologists and one of twelve special lecturers at the International Congress of Zoologists meeting at Padua, Italy in 1930.

He was guest professor of Kaiser-Wilheim Institute for Biology, Ber-

Montgomery, Ala., Advertiser
June 14, 1934

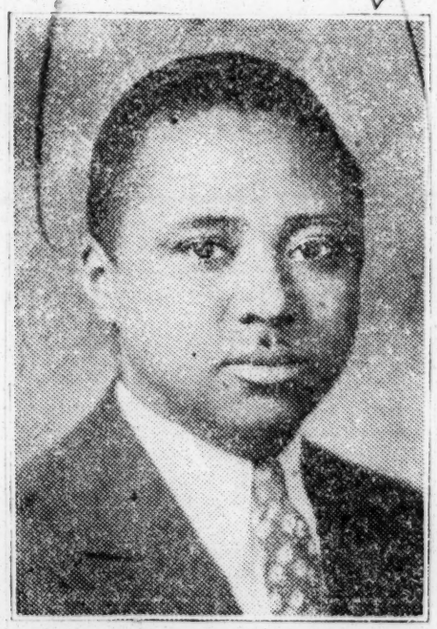
Check Rewards Negro's Heroism

Because of his heroism in rescuing five persons from a burning automobile, Sam Howard, negro living at 608 South Bainbridge Street, was presented with a substantial check yesterday by the directors of the Chamber of Commerce and the Montgomery Safety Council. Sam, for whom a Carnegie Medal has been requested by the Chamber of Commerce, thanked the donors for the money. The presentation was made by Harry E. Snow at the Chamber of Commerce offices. Secretary Snow told the negro that the check was a token of appreciation of his heroic act April 4 on Fairview Avenue.

Sam was also advised that efforts are being made to have the Carnegie Hero Fund Commission honor him for his act. The Chamber of Commerce was informed this week that the commission had already started an investigation into the affair.

Sam Howard, at the risk of his own life, is said to have rescued a family of five from flames just after two automobiles had collided at Fairview Avenue and Norman Bridge Road. To extricate the parents and three children, tourists en route from Florida to Michigan, Sam had to break open a door and pull them through the flames. He was slightly burned, but kept up his rescue work until the last person had been taken from the wreckage.

GETS PH. D. DEGREE



DR. M. WHARTON YOUNG, M. D

Dr. Moses Wharton Young, M. D. formerly a practicing physician in this city received the Doctor of Philosophy degree last week at the University of Michigan. He has just completed two years in the post graduate medical division of this University in brain research under the auspices of the Rockefellow Foundation. Dr Young although still a young man in his twenties has earned his B. S. and M. D. degrees from Howard University with honors. Spent an internship in Freedman's Hospital, Washington, D. C., engaged in private practice of medicine in this city for over a year, and engaged in medical research for the past two years. Dr. Young also holds a D. N. B. from the National Board of Medical Examiners. He plans to spend his time in the future in medical research and teaching. He is the youngest son of the late Frank J. Young, a local tailor and a brother

of F. Weldon Young, 1221 W Cook Avenue, a stationary engineer at Vashon High School.

Education - 1934

Scholarship and Other Distinctions.

Tuskegee Alumnus Back As Professor In Chemistry

TUSKEGEE INSTITUTE, ALA., Jan. 3.—(Special)—Tuskegee Institute welcomed a former student to the faculty ranks today when Dr. Nathaniel O. Calloway, age 26, who received his Ph.D. degree in chemistry from Iowa State College at Ames, Iowa, in December, returned here to begin work as associate professor in the department of chemistry.

Tuskegee Institute is Dr. Calloway's home. He spent his first days of school in the Institute Children's House, and completed his high school work here in 1925. Following the one year spent at Atlanta University, he enrolled at Iowa State College. He finished his undergraduate work in 1930, took his M.S. degree in 1931, and his Ph.D. near the close of the year just past. He is a member of Sigma Xi, for research and Phi Lambda Upsilon for outstanding work in chemistry.

Dr. Julian at DePauw U.



who is a full-time science instructon at DePauw University, Greencastle, Ind., conining his classes to senior and post graduate students. He was formerly head of the chemistry department of Howard University.

James Weldon Johnson Is Awarded Literary Prize

NEW YORK, Jan. 5.—James Weldon Johnson, poet and leader, received Wednesday night before a distinguished gathering of authors of both races at the Shelton hotel the "W. E. B. DuBois prize" of $1.000 for Race literature.

Mrs. E. R. Matthews, mother-in-law of Oliver LaFarge, the toastmaster, donated the prize. Carl Van Doren, author and critic, presented the check and said that "everything a man should do Mr. Johnson has done, and done in the right order."

Sinclair Lewis, former winner of the Noble prize, proposed the following toast to Mr. Johnson: "To a great poet; to a great musician; to a great gentleman—Jim Johnson."

The guest of honor responded briefly, modestly and with the grace that distinguishes him.

Among those present were Mrs. Sinclair Lewis, who is "Dorothy Thompson" in the literary world; Baroness Hetvany (Christa Winsloe), Mr. and Mrs. Lewis Gannett, Mr. and Mrs. Carl Van Vechten, Gilbert Seldes, Mrs. Oliver LaFarge, Mrs. Jessie Fauset, Mr. and Mrs. J. E. Spingarn, Mr. and Mrs. Walter F. White, Alfred Knopf and Mr. and Mrs. Arthur B. Spingarn.

Mr. Johnson is at present professor of creative literature at Fisk university, Nashville, Tenn., and has been secretary of the N. A. A. C. P., poet, song writer, diplomat, lawyer and Race leader.

Negro To Teach Ethopian History In White School

COLORADO SPRINGS.—K. Dolphus Stroud has received an appointment through the CWA to teach Ethiopian history in afternoon classes at the Garfield school. He is the only Negro teacher so far to be placed in a school attended by white students.

His classes will be held from 3 to 5 p. m. on Monday, Tuesday, Wednesday and Thursday.

Mr. Stroud is an outstanding young man here. He is a graduate of Colorado college, where he was admitted to Phi Beta Kappa, honorary fraternity. He also won wide repute as an athlete during his college career.

In 1932, he headed the department of history at Georgia State Agriculture college.

Stroud's brother, Tandy Stroud, has been appointed director of the American Institute of Sanitation for the states of Idaho, Montana, Wyoming, Utah and Colorado. He has just returned from a national meeting of the institute held in Washington.

Tuskegee 'Orta'

Dr. George W. Carver, Tuskegee's wizard chemistry professor, is getting a bushel basket of letters a day ordering peanut oil, which he has demonstrated as effective in massage treatment of infantile paralysis.

Dr. Carver (AFRO January 13) was quoted as saying he has only a small amount of the oil for test purposes. To fill the orders, he estimates it would require a factory running day and night and employment of several persons.

If Tuskegee believes in Dr. Carver, why doesn't it back him and turn his laboratory experiments into practical use?

If the Negro Business League, virtually a Tuskegee unit, can sponsor C. M. A. stores, why can't it sponsor a Carver laboratory?

With the best peanut oil in the world, it would appear that Tuskegee is wasting its time with potatoes, corn and cotton.

Bowling Green, Ky., News
January 8, 1934

Negro Singer At Prayer Services



Hubbard Harris, Negro tenor soloist and organist, will take part in the program this evening at the regular mid-week service of the State Street Methodist Church.

Harris is a graduate of Paine College, Howard University and Boston Conservatory and now holds a scholarship to Naples, Italy.

He has appeared in more than 200 white churches. He is a native of Georgia where he was found on the farm 17 years ago by a Methodist missionary.

Rev. Dr. Paul Shell Powell, pastor, will lead in the study of the Gospel of Luke. All who attend tonight will receive a copy of this beautiful gospel with the compliments of the pastor.

Each person is requested to bring a choice sentiment from a New Year's or Christmas card.

Ida Monroe Wins Graduation Award

SIOUX CITY GIRL IN NATIONAL HONOR SOCIETY

Sioux City, Ia.—Miss Ida Monroe, daughter of Rev. W. I. Monroe, 516 W. Fourteenth street, who was graduated this week from the Central High school was awarded membership in the National Honor society. She is the first Negro student to receive this distinctive honor in the history of the school; her average for the entire high school career was 95 per cent.

Miss Monroe belongs to the Mt. Zion Baptist church and is popular in the social circles of the city. The other colored graduates were the Misses Eugenia Haven and Pearl Elizabeth Wrothwell; both ranked high in scholastic standings. This is the largest group of Negro students to graduate in one class from Central High.

Dean Slowe Delegate to War Conference Here

Lucy D. Slowe, dean of women at Howard University, is attending the ninth Conference on the Cause and Cure of War in session at the Washington Hotel as a delegate of the National Board of the Young Women's Christian Association. The Conference is sponsored by eleven national women's organizations with Mrs. Carrie Chapman Catt as the leader.

Dean Slowe has been a delegate to the eight previous conferences and believes that Negroes should ally themselves actively with a movement which is designed to benefit all elements in our population.

The Conference closed last Friday.

Versatile Student



WILLIAM HUBERT DILWORTH, son of Mr. and Mrs. William Dilworth of 144-24 Liberty avenue, Jamaica, a student at John Adams High School who recently received a bronze "A" of that school for distinguished service, and a gold medal for work in major art. He also holds many coveted positions in the school such as president of Les Amis de Lutece (French club), also art editor of Le Carillon, French newspaper, art editor of The Gregette, and theatrical producer of the Maricnette Club. He is also on the art staff of the school's magazine and paper, and is a member of the staff.

Highest Degree



(ANP Photo)

Notice has been received by G. Maceo Jones, assistant professor in architecture at Howard University, that he has been recommended to the graduate school by the committee on the University of Michigan of doctor of philosophy in civil engineering.

Mr. Jones is the first Negro to receive this degree, which is held by less than two score white persons in the United States. His thesis is called "A Study of Various Methods for the Determination of Wind Stresses in Tall Buildings." Final examinations were held just before the Christmas holidays.

Mr. Jones received the bachelor degree in architecture and architectial engineering in 1924, and the master's degree in architecture in 1925, both at the University of Michigan.

Highest Architectural Degree



G. MACEO JONES.

Notice has been received by G. Maceo Jones, assistant professor in architecture at Howard University, that he has been recommended for the degree of doctor of philosophy in civil engineering at the University of Michigan.

Mr. Jones earned his degree by writing a thesis, "A Study of Various Methods for the Determination of Wind Stresses in Tall Buildings." Final examinations were held just before the Christmas holidays.

Mr. Jones received the bachelor degree in architecture and architectural engineering in 1924, and the master's degree in architecture in 1925, both at the University of Michigan.

Daughter of Dr. Jones Wins High Honors At Flushing High School

Miss Catherine St. Clair Jones, 17, daughter of Dr. St. Clair A. Jones of 210 West 140th street, was among the mid-term honor graduates of the Flushing High School.

Her paper, "The Melting Pot," was among the four selected for publication in the Graduation Edition of the School paper. She was on the honor roll, credit roll, a member of the Choral Society and was the first colored student to make the Service League. She was also on the motto committee, and a member of several athletic teams.

Miss Jones scholastic average was so high she was offered a scholarship to Long Island University but decided to enter the University of Michigan instead.

ST. LOUIS, MO.
GLOBE DEMOCRAT
FEB 12 1934

COLORED CHILD PRODIGY.

Because all the other child prodigies we can remember were white children, Philippa Schuyler's claim on our attention is an unusual one. She is a colored girl, 2½ years old, and lives in Harlem, the daughter of a Negro author and correspondent of a New York paper in Liberia for a while.

Presumably, when she is a few months older, she will be astonishingly precocious in Latin and Greek or modern languages or mathematics or more probably music, but just now she happily is showing that there can be remarkable precocity in sensible accomplishments as well as other things. Adults of both races ought to be ashamed to learn how Philippa can spell. Parents in the home often have a way of spelling out key words that the children may not know what they are talking about, but Philippa's parents have to try something else, for she catches right on. She can spell most all the common words and hippopotamus and Mississippi and probably also Mesopotamia, and Constantinople and proudly identify and name and spell all the colors and write on a blackboard the names of the persons she knows and those of flowers and fruits and trees and familiar animals and numerals.

When, being asked her favorite authors, she replies, "Dostoievsky, Nietzsche and Flaubet," it is, of course, only a test of memory and pronunciation, for she knows nothing about those writers, but she can recite perfectly what Omar Khayyam wrote about the "moving finger" and "the book of verse underneath the bough" and all sorts of ballads and rhymes. She has a special diet that includes no cooked foods, but her parents, who insist she is no child prodigy, are unable to explain her mastery of spelling, though they encouraged her when they noted how she took to it in an early age.

Like Topsy, she just "growd" as a child wonder in spelling and how admirable it would be if that were something into which everybody could jus grow with small effort.

Speaks at Princeton



DR. GORDON B. HANCOCK

Director of the school of race relations and head of the department of economics at Virginia Union university, Richmond, who was invited to lecture Monday at Princeton university, Princeton, N. J., under the auspices of the school of public and international affairs. His subject was "The Economic Problems of Negroes." Last year, Dr. Hancock was invited to lecture at Columbia university and was warmly received. He is regarded an authority on race relations, especially on economics and sociology, in the leading white colleges and universities in the country. Princeton university has manifested no special interest in the race question and it is significant that Dr. Hancock was invited to lecture at the institution.

—(ANP hoto.)

Leaves Fisk



WASHINGTON, D. C.—(ANP)—The president and board of trustees of Howard University have announced the appointments of Dr. E. Franklin Frazier as professor of sociology, effective July 1, 1934

Dr. Frazier is now professor of sociology at Fisk University, Nashville, Tenn. He is the author of "Occupational Classes Among Negroes in Cities," "The Negro Community: a Cultural Phenomenon," "Durham, There Capital of the Black Middle Class," "La of Bourgeoisie Noire," anthology of Negro literature, "The Pathology of Race Pathology of Race Prejudice," and "The Negro Family in Chicago."

Dr. Frazier has just received a grant from the Social Science Research Council, along with 46 other educators, which will enable him to do further study of the Negro family in the United States. The other recipients of the fellowships are white.

Dr. Just, Noted Zoologist, to Resume Studies in Italy

Defender 2-10-34

WASHINGTON, D. C., Feb. 9.—Dr. E. E. Just, professor of zoology, Howard university, is sailing Feb. 1 for Naples, Italy, where he will continue his researches on the "analysis of the basic activities of the living cell and the beginning of the life process in the living egg," researches he has been prosecuting now for a number of years.

Dr. Just is the author of some 50 scientific papers on experiment embryology, and was for five years Rosenwald fellow of the national research council. He will resume teaching at Howard university in October, 1934.

Dr. Just is associate editor of Biological Bulletin, Woods Hole, Mass.; Physiological Zoology, Chicago; Collaborator Protoplasma, Berlin, and Cytologia, Tokio, Japan. He was formerly vice president of the American Society of Zoologists, and one of 12 special lecturers at the 11th international congress of zoologists meeting at Padua, Italy, in 1930. He was guest professor of Kaiser Wilhelm Institute for Biology, Berlin, 1930-1931 and 1932.

Education—1934

Scholarship and Other Distinctions.

ONE COLORED LADY IS PRINCIPAL IN CHICAGO SCHOOLS

Globe and Independent

Wife of Dr. M. O. Bousfield Has Unique Place As Educator

9-28-34

Nashville.

Chicago, Sept.—(ANP)—Mrs. Maudelle O. Bousfield, 4548 Forestville avenue, was among the 138 reappointed principals to get back to her post as principal in the Chicago Public School System last week. The Chicago Board of Education had demoted the school executives because of a lack of funds to pay them. Mrs. Bousfield, wife of Dr. M. O. Bousfield, noted Chicago physician, is the only colored principal in the Chicago system.

PSYCHOLOGICAL ASS'N HONORS UNION PROF.

Journal and

Dr. R. P. Daniel Elected To Membership

9-29-34

RICHMOND—Dr. Robert P. Daniel, professor of education and psychology and director, department of education, Virginia Union University, has been informed by the secretary of the American Psychological Association of his election to an associateship in the association at its annual meeting held recently at Columbia University.

Election to this organization is considered a distinction since psychologists are only elected to the American Psycholobical Association upon a record of exceptional academic preparation and sound professional standing.

Dr. Daniel received his bachelor's degree from Virginia Union University and the master of arts and doctor of philosophy from Columbia University. His major interests in the field of psychology have been in racial psychology, abnormal psychology, and in the psychology of personality.

Outstanding among his researches which have been published within recent years are the studies: "A Psychological Study of Delinquent and Non-Delinquent Negro Boys," "Studies of Negro and White Differences in Personality and Non-Intelectual Traits," "Basic Considerations for Valid Interpretation of Racial Differences in Intellectual Traits," and "Personality Traits of Delinquent Negro Boys."

Dr. Louis T. Wright Wins Coveted Medical Honor

Eagle

9-28-34

NEW YORK. — Dr. Louis T. Wright of this city has become the only Negro Fellow of the American College of Surgeons. His application was acted upon favorably this week and the fellowship will be conferred at the annual meeting of the college in Boston the week of October 15, the convocation to be held Friday evening, October 19 at Hotel Statler.

Dr. Wright is surgeon of the New York city police department with the rank of inspector, member of the staff of Harlem hospital where he was former secretary of the medical board, and a member of the board of directors of the National Association for the Advancement of Coolred People.

The only other Negro ever to become a fellow of the American College of Surgeons was the late Dr. Daniel H. Williams of Chicago, who joined the college at its inception. Since then no Negro has ever been elected or even passed the credentials committee.

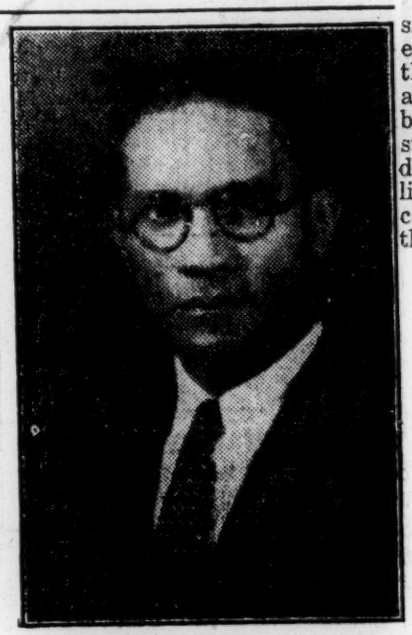
schcol, will be in charge of the course.

During the past decade, a number of Negroes have received similar appointments, the majority of which have been given members of the medical profession. Most noteworthy among these were the appointments of Dr. Julian Lewis as associate professor of pathology at the University of Chicago, Dr. Theodore K. Lawless, as assistant to the professor of dermatology at Northwestern University in Evanston, Ill.; Dr. William A. Hinton as instructor in bacteriology at Harvard Medical School, and Dr. Solomon Hinton as associate professor of neurology at Boston University.

It will also be recalled that Dr. E. S. Cunningham, of Brooklyn, was an instructor in gastro-enterology at Long Island Medical College for about eight years terminating in 1930. Dr. Charles H. Garvin, instructor in urology at Western Reserve Medical School, Cleveland, and Dr. Kenneth Melville, instructor in pharmachology at McGill University in Canada. have also won distinction.

In other fields, there is the young scientist, Percy Julian, instructor in chemistry at DePauw University in Indiana, and another faculty member at New York University, Mark Parks, who is a teaching-fellow in the department of biology at Washington Square College.

Prize Winner



CHARLES G. GOMILLION

Graduate student at Fisk university, who has been awarded first prize for an essay submitted to the National Tuberculosis Association on the subject of tuberculosis. The contest, which was open to students in Race universities, drew hundreds of entrants from the various colleges in the South.

Telegram

Chicago Defender

CHARLES G. GOMILLION

Beauty Contest

10-13-34

Chicago Defender

Graduate student of Fisk university, who wrote the prize winning essay in the contest sponsored by the Committee on Tuberculosis among Negroes of the National Tuberculosis Association and open to students of Negro universities. It deals with social customs and beliefs that contribute to the tuberculosis problem among Negroes in the rural South. (ANP).

Johnson Appointment to N. Y. U. Recalls Naming of Others to White Institutions

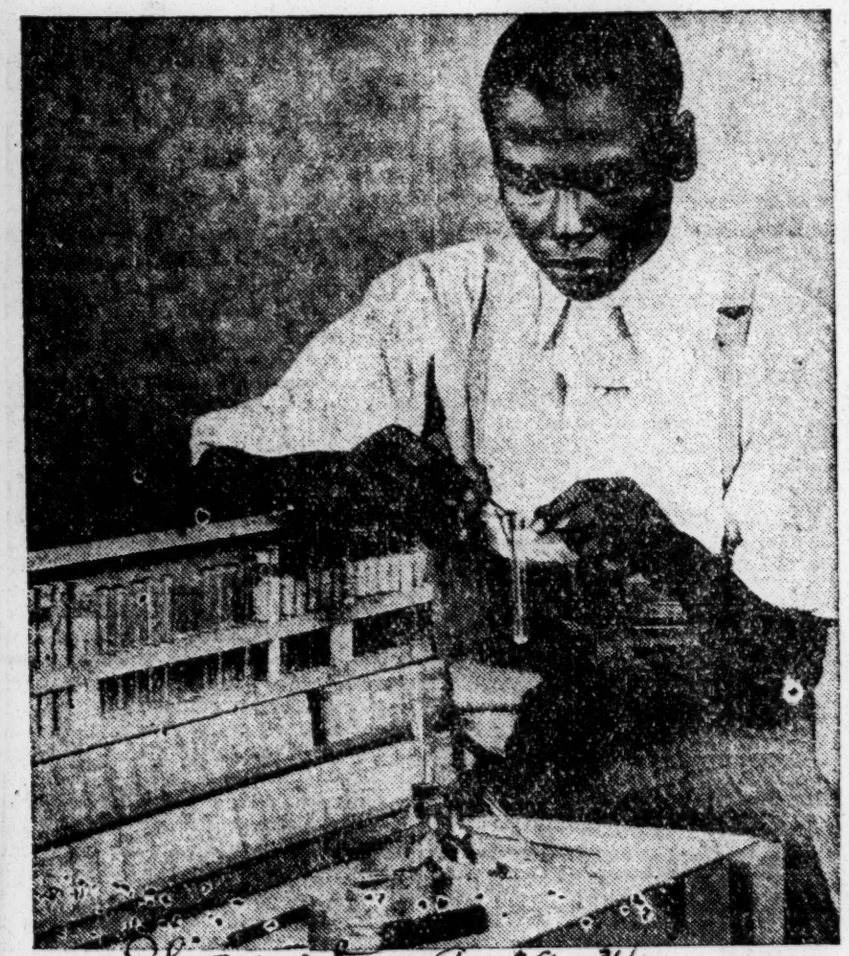
Courier-Journal

9-29-34

The appointment of James Weldon Johnson, Fisk University professor, as visiting professor for the winter session at New York University, adds another distinguished name to the steadily growing list of Negro educators on the faculties of white universities throughout the country.

Professor Johnson, who will give ten lectures on the contributions of the Negro to American culture, is the first Negro called to the School of Education of N. Y. U. Professor E. George Payne, assistant dean of that

BOY WINS CHEMISTRY PRIZE



Each year Mr. A. C. Gilbert, President of the A. C. Gilbert Company, manufacturers of Gilbert Chemistry Sets gives awards to the boy owners of Gilbert Chemistry Sets, making the most valuable advances or discoveries in Chemistry. A winner this year was Fleming Giddings, (above), of Waco, Texas.

Although only two awards were made, young Mr. Giddings, because of his energy, ambition and foresight was given one of them. Contestants entered from all parts of the United States and numbered many thousands.

During October, November and December the A. C. Gilbert Company is sponsoring a coast-to-coast radio program

Applause Greets Jas. W. Johnson's 1st N.Y.U. Lecture

Class of Seventy Gives Fisk Professor a Rousing Welcome.

and Humor from Us.

NEW YORK.—Prolonged applause greeted James Weldon Johnson's first lecture, Thursday night, in the course on racial contributions to American culture at the school of education, New York University.



Dr. Johnson

Dean Introduces Speaker

"The suitability of a man to do a particular piece of work is what matters," emphasized Dr. E. George Payne, assistant dean of the school of education at New York University, when he introduced Dr. Johnson.

"I have received letters congratulating me on my 'courage' in asking Dr. Johnson to come here," continued Dean Payne, "but it was not a matter of courage. We are very fortunate to have a man so ably suited for the task as he is."

Dr. Johnson is the first educator of color to be appointed a member of the New York University faculty.

88 White

About one hundred students, about eighty-eight of whom are white, have registered for the course in the cultural contributions of racial groups to American literature which Dr. Johnson's ten lectures, dealing with the colored man's contribution, will introduce.

Over seventy of the students were present at the first class. They varied from the very young to gray-haired professors. There were also several visitors, including Walter White of the NAACP, and Mrs. White, and other professors at N.Y.U. A spontaneous round of applause arose as Mr. Johnson concluded his first lecture. This is said to be unprecedented.

Tells of Contributions

Beginning his lecture, Professor Johnson told of the origin and development of four major and minor contributions of the colored man to American culture.

The former were the spirituals, the secular music, folklore and dancing; the latter were speech, humor, cookery and minstrelsy. The latter he held to be the one and only distinctively American contribution to the theatre, which has had a profound effect on literature about, and attitudes toward, the colored man.

No racial group, he said, has contributed so much to American culture, but its history is a blank in American history to the average white American. He quoted from numerous historians and anthropologists of authority to prove his statements.

He cited evidence that the colored man preceded the whites in the discovery of America, in that primitive Mexican drawings and sculpture showed colored characteristics and features, and that the sweet potato, peanut, cotton and tobacco came originally from Africa. He showed that colored men were not only with Columbus but also with Balboa, De Sota and Cortez.

Scientific Progress Cited

Professor Johnson said that it was necessary to break up the stereotypes of the Aframerican which constitute a very real factor in the making of racial attitudes. The first stereotype necessary to destroy, he contended, was:

"When the colored man arrived in America, he was culturally, aesthetically and morally empty, and we have tried to fill him up."

It was false, he declared, to think that Africa was a wild, savage land and that Africans were all alike in color and in physique. Africans had learned how to smelt iron when Europeans were still using tools of stone, and their color ranged from black to red and light yellow.

He pointed to the early invention of musical instruments by the Africans and the magnificent wood carvings and bronzes from Benin. This art profoundly influenced all modern art, he said.

Such dances as the Habanera and the Tango, while coming from Spanish America, originated in Africa. Africa's period of decline, he charged, began with the slave trade and continued up to the partitioning of the continent by European powers.

Referring to the influence of the colored man on American speech, Mr. Johnson pointed out that grammarians are now saying, in seeking to simplify our language, that the subjunctive is dead and should be done away with. Dialect of the colored man, however, beat them to it by starting out without any subjunctives. The English spoken by the whites in the South, and imitated by cultured whites throughout the country, he said, was that of the colored man.

Invited Next Year

Dean Payne stated to an AFRO correspondent that the course in which Mr. Johnson is participating will probably be continued indefinitely at the university, and that Mr. Johnson will be invited again next year.

Mr. Johnson is staying at the Murray Hill Hotel, 112 Park Avenue, and expects to divide his time between Manhattan and Great Barrington, Mass., where he has a summer home, during the months that he is connected with N.Y.U.

AFRICAN CAME HERE NOT EMPTY HANDED

America Gets Cookery,

Dr. Louis T. Wright Wins High Honors

Dr. Louis T. Wright, police surgeon and outstanding physician of Harlem, has been honored by being elected a Fellow of the American College of Surgeons. His application was acted upon favorably last week and the Fellowship will be conferred during the annual meeting in Boston the week of October 15, the convocation being held Friday evening, October 19, at the Hotel Statler. The only other Negro ever to become a Fellow of the American College of Surgeons was the late Dr. Daniel H. Williams of Chicago, who joined the college at its inception. Since then no Negro has ever been elected or even passed the Credentials Committee until Dr. Wright's application was favorably acted upon.

PV PROFESSOR IS SEEKING DOCTOR'S DEGREE IN MIDWEST

MADISON, Wis.—(Sp.)—Samuel Enders Warren, professor at Prairie View State College, Prairie View, Texas, began his second school year as assistant to Dr. John Roger Commons, noted labor economist of University of Wisconsin in September. Having helped to bring to completion Dr. Commons' newly published book, "Insttiutional Economics," he is at present occupied with the important tasks of working on two forthcoming publications of the noted economist. One is Dr. Commons' autobiography, "Myself," and the other, "An Introduction to the History of Labor in the United States."

Warren, who is on a leave of absence from Prairie View, is working on his doctor's degree in economics. He will complete the residence requirements and take the examinations this year. He was graduated from Allegheny College, Meadville, Pa., in 1925, and in 1929, he secured his master's degree from Wisconsin. He has taught at Texas College, Tyler, Texas; Morehouse College, Atlanta, Ga., and Prairie View.

Education - 1934

Scholarship and Other Distinctions.

Philadelphia Attorney Is Honored by Law Academy

PHILADELPHIA, Pa., May 25.—The Law academy of this city held its symposium Wednesday in the supreme courtroom in the city hall building. Numerous legal luminaries discussed the recommendations to abolish the magistrate courts and enlarge and broaden the powers of the municipal court.

Attorney Raymond Pace Alexander enjoyed the unique distinction of delivering the opening address, and, in passing, it may be said that he was the first member of our group to have been thus honored. The law academy is the oldest association of lawyers in the United States, organized in 1797. It was the first law school in the country, where most of the early lawyers received their training. Mr. Pace was elected as a member of the law academy in January of this year; and again, as far as the records go, is its first Colored member.

It is significant that four months from his election, he was accorded the high honor of delivering the opening address on the subject of abolishing the magistrate courts. At the January session of the law academy, Justic Maxey of the supreme court was the orator of the day. In February, the honor went to Judge Horace Stern, president of the court of common pleas.



ATTORNEY ALEXANDER

Dr. Imes Elected Head Of Union Theological Seminary Alumni Club

Rev. Dr. William Lloyd Imes, pastor of St. James Presbyterian Church, 141st street and St. Nicholas avenue, was elected president of the New York Alumni Club of Union Theological Seminary on Monday. The election took place at the reunion, luncheon and business meeting of the alumni in seminary, Broadway at 120th street.

It is the first time in the ninety-eight years history of the seminary that a Negro has held this post. Dr. Imes succeeds the Rev. Dr. Edgar Franklin Romig, pastor of the West End Collegiate Reform Church, West End avenue and 77th street.

The Rev. Dr. Henry Sloane Coffin, president of the seminary, said that he was pleased at the choice but took the attitude that the proceeding was not out of the ordinary.

"There is nothing particularly surprising in the election of Dr. Imes," said Dr. Coffin. "There is absolutely no discrimination or color line in the seminary. Dr. Imes is one of the ablest among our alumni and deserves the honor on his record as a pastor and preacher.

Dr. Imes is the son of one of the original Fisk Jubilee Singers and is a graduate of Fisk. Before coming to New York, he pastored in Plainfield, N. J. and Philadelphia. Besides his duties as pastor of St. James Church, he has for several years been a member of the committee on nominations of the Presbytery, and is active in the work of the 135th Street Branch Y. M. C. A. and several civic organizations.

2 Negro Women Honored At Minnesota University

MINNEAPOLIS. — Two Negro women students won honors last week at the University of Minnesota.

Miss Thelma Thurston, a junior in the department of journalism, spoke at the annual Matrix banquet held Thursday night at the Minikahda club. The banquet was attended by the leading journalists in the Twin Cities. Miss Thurston spoke on "Discriminations on Women in Journalism."

Miss Annie Foster, junior student in the department of women in physical education, has been elected president of her class. She will take office in September, presiding over the senior class in the department. She is the only Negro woman in this department.

Tuskegee Photographers Honored at Wisconsin

TUSKEGEE INSTITUTE, Ala.—Two students of photography here, Ernest Davis and Alvin Robb, received honorable mention in the first photographic salon at the University of Wisconsin.

BALTIMOREAN WINS AWARD AT AMHERST

AMHERST, Mass.—Donald Gaines Murray of Baltimore has been awarded the John Franklin Genung Prize, offered annually at Amherst College for excellency in prose composition, according to an announcement by the college authorities last week.

Mr. Murray, who is a grandson of the late Bishop A. L. Gaines, is a graduate of the Douglass High School of Baltimore, class of 1929 and lives at 1522 McCulloh Street. He is a member of the 1934 graduating class at Amherst.

Take Honors at Juilliard





ANNE WIGGINS BROWN, RUBY PEARL ELZY

Both young women graduated from the Juilliard School of Music in New York, completing the post-graduate course for teachers and received certificates of maturity in the department of singing. Miss Brown, daughter of Dr. and Mrs. Harry F. Brown of Baltimore, was the only one of a large class to receive two diplomas with honors. Miss Elzy graduated with credit in both divisions. Commencement exercises were held June 2.

To Study Abroad



Dr. CHAS. WENDELL FREEMAN well known local physician, who will sail this month for Germany to study in the universities and public health clinics of that country.

Dr. Freeman, a member of the staff of Freedmen's Hospital and of Howard Medical School, is a graduate of Dunbar High School, Dartmouth College and Howard University School of Medicine. For the past few years he has had charge of the dermatology clinic of Freedmen's Hospital.

During his stay in Germany he will study in the universities of Berlin, Munich, and Vienna under the auspices of the Oberleander Trust of the Carl Schurz foundation.

He will be accompanied on the trip by his wife, Mrs. Mabel Jones Freeman, well-known local teacher of classic dancing.

Atlanta, Ga. Constitution
June 20, 1934

2 FROM MOREHOUSE WIN PH. D. DEGREES

Two Morehouse College graduates this month completed their work for the highest academic degree conferred by American and British universities and received the rank of doctor of philosophy from the University of Minnesota and the University of Toronto. The men were Marion Moreland, of Atlanta, who earned his degree at Toronto, and Charles Wesley Buggs, of Brunswick, whose work was done at Minnesota.

TWO WIN PHI BETA KAPPA

Boston Chronicle
6-9-34
Boston, Mass.

Large Proportion to Receive Advanced Degrees

Two Phi Beta Kappa students, two Doctors of Philosophy, seven Masters and two attorney are numbered among the forty-five or more graduates from New England universities and colleges. Prominent in his class activities at Bates College, was Sylvester Carter of Malden, who was elected marshal of Commencement Day activities, one of the highest distinctions accorded a senior. Carter is a member of the College club; has been on the choir and musical club for four years, both as baritone soloist and violinist. He is leader of the men's Glee Club and majored in Biology.

Leon Wright of Boston University, and Elizabeth Neale of Wellesley are the recipients of Phi Beta Kappa key, and Charlotte Moten of Sargent was voted the most popular girl in her class. Rev. J. O. Williams, M. A. was granted the degree of S. T. B. at Boston University and Marguerite Just, daughter of Dr. Ernest Just, will receive the degree of B. L. I. from Emerson. A musician, a dramatist and an artist will graduate from Yale University. Rev. Josephus Coan, M. A., Yale, is a minister in the AME connection in New England.

Rev. Richard I. McKinney is a Baptist minister in Providence. He was elected president of his class at Andover-Newton Theological School.

Lillian Russell, a daughter of Dr. and Mrs. A. P. Russell of Boston will graduate from Bryn Mawr College Penn.

HARVARD
Robert Weaver, Ph. D.
William E. Harrison A. M.
William S. Baskervil, A. M.
Dorothy M. Houston, M. Ed.

LL. B.

Mercer Mance
Bernard Jefferson

A. B.

Seaton W. Manning

MASS. INST. of TECHNOLOGY
Frederick Drew, B. S.

BOSTON UNIVERSITY

Ed. M.

Catherine Robinson

S. T. B.

J. O. Williams, M. A.

A. B.

Jean Chandler
Leon Wright, Phi Beta Kappa

B. Ed.

Moreland Fort
Charlotte Moten
Henrietta Brown
Evelyn Washington

RADCLIFFE COLLEGE
Eugenia Alexander, A. M.

WELLESLEY COLLEGE
Elizabeth Neale, A.B., Phi Beta Kappa

BOSTON TEACHERS' COLLEGE
Rosamund Campbell, M. Ed.

SALEM NORMAL
Regina B. Key, B. S.

EMERSON COLLEGE
Marguerite Just, B. L. I.

ANDOVER-NEWTON THEOL.
Richard I. McKinney, S. T. B.

FRAMINGHAM NORMAL
Marion Gould, B. S.
Ethel Buzzelle, B. S.
Dorothy Kitt, B. S.
Gwendolyn Greene

BATES COLLEGE
William R. Valentine
Sylvester J. Carter
Mowbrey O. Riley

MASS. ART SCHOOL
Dorothy Jones

WILLIAMS COLLEGE
Sterling Morrison Lloyd

GORDON COLLEGE
Roger Williams, Th. B.

SMITH COLLEGE
Ruth Ann Bellinger
Laura P. Phillips

YALE UNIVERSITY

Graduate School

James Hathaway Robinson, Ph. D.

A. M.

Zachariah Keodirelang Matthews
Josephus Roosevelt Coan

Divinity School

Garrett Augustus Sheppard

Art School

Mary Cuppitt Howard

Department of Drama

John McLinn Ross

School of Music

Frances White Dingwall

DARTMOUTH COLLEGE
Don Andrew Davis, Jr., A. B.

INT'L YMCA COLLEGE
Samuel Marcus Elliott, B. S.

AMHERST COLLEGE
Donald Gaines Murray

BROWN UNIVERSITY
Ralph W. Reckling, Jr.

N. E. CONSERVATORY of MUSIC
Annie Dale, in Voice

NORTHEASTERN
George Franklin

PORTIA LAW SCHOOL

LL. B.

Lorena Cuzzens
Marie Weems

SIMMONS COLLEGE
Marjorie Arlington, B. S.

Gets K. U. Award



CHARLES R. GILBERT

Who received his Master of Arts degree from the department of zoology of the University of Kansas this spring, is also the recipient of the $25 award given annually by Phi Sigma, national honorary biological science fraternity, at the award banquet for the most outstanding paper on "Taxonomy." Papers were submitted by students in all science departments. Gilbert, who received his A. B. degree from K. U. in 1932, now is working on the degree of Ph. D. in the K. U. zoology department. He is research assistant for Dr. E. H. Taylor of that department. Gilbert is a graduate of Leavenworth high school.

59 RECEIVE DEGREES IN N.E. SCHOOLS

BOSTON. — Fifty-nine students, representing more than ten states and the District of Columbia, were awarded degrees from twenty-eight New England universities and colleges, last week.

Among the graduates were two Phi Beta Kappa students, two doctors of philosophy, seven masters' of art, and two attorneys. The two Phi Beta Kappa students are Leon Wright, of Boston University, and Elizabeth Neal, of Washington, D.C., student at Wellesley.

Sylvester Carter of Malden, Mass., was given the highest distinction accorded a senior at Bates College, when he was elected marshal of the commencement day activities.

Those receiving degrees were:

HARVARD—Ralph Burch, Washington, D.C., Ph.D.; Robert Weaver, Washington, D.C., Ph.D.; William E. Harrison, Boston, A.M.; William S. Baskerville, son of Archbishop Baskerville of S.C., A.M.; Dorothy M. Houston, Washington, D.C., M.Ed.; Mercer Mance, Washington, D.C., LL.B.; Bernard Jefferson, Los Angeles, LL.B.; Seaton W. Manning, A.B.

MASS. INSTITUTE OF TECHNOLOGY—Frederick Drew, B.S..

BOSTON UNIVERSITY—Catherine Robinson, Ed.M.; the Rev. J. O. Williams, S.T.B.; Jean Chandler, A.B.; Leon Wright, A.B. (Phi Beta Kappa); Moreland Fort, B.Ed.

SARGENT—Charlotte Moten, daughter of Dr. Robert R. Moten, B.Ed.; Henrieta Brown, Baltimore, B.Ed.; Evelyn Washington, Washington, D.C., B.Ed.

RADCLIFFE COLLEGE—Eugenia Alexander, A.M.

WELLESLEY COLLEGE—Elizabeth Neale, Washington, D.C., A.B. (Phi Beta Kappa); Winifred Phillips, St. Louis, A.B.

BOSTON TEACHERS' COLLEGE—Rosamund Campbell, M.Ed..

SALEM NORMAL—Regina B. Key, B.S.

EMERSON COLLEGE—Marguerite Just, daughter of Dr. Ernest Just of Howard University, B.L.I.

ANDOVER-NEWTON THEOLOGICAL—Richard I. McKinney, Providence, R.I., S.T.B.

FRAMINGHAM NORMAL — Marion Gould, B.S.; Ehtel Buzzelle, B.S.; Dorothy Kitt, B.S.; Myrtle Greene, B.S.

BATES COLLEGE—William R. Valentine, Bordentown, N.J.; Sylvester J. Carter; Mowbrey, O. Riley, New York City.

MASS. ART SCHOOL—Dorothy Jones.

WILLIAMS COLLEGE—Sterling Morrison Lloyd, Phoebus, Va.

GORDON COLLEGE—Roger Williams, Th.B.

SMITH COLLEGE—Ruth Ann Bellinger, Washington, D.C.; Laura P. Phillips, Washington, D.C.

YALE UNIVERSITY: Graduate school—James Hathway Robinson, Ph.D., Zachariah Keodirelang Matthews, A.M., Josephus Roosevelt Coan, A.M. Divinity School—Garnett Augustus Shepard, Durham, N.C.; Art school—Mary Cuppitt Howard. Department of drama—John McLinn Ross. School of music—Frances White Dingwall.

DARTMOUTH COLLEGE—Don Andrew Davis, Jr., Hampton, Va., A.B.

INTERNATIONAL Y.M.C.A. COLLEGE—Samuel Marcus Elliott, B.S.

AMHERST COLLEGE—Donald Gaines Murray.

BROWN UNIVERSITY—Ralph W. Reckling, Jr., Baltimore.

NEW ENGLAND CONSERVATORY—Annie Dale, in voice.

NORTHEASTERN—George Franklin.

PORTIA LAW SCHOOL—Lorena Cuzzens, LL.B.; Marie Weems, LL.B.

SIMMONS COLLEGE—Marjorie Arlington, Lewiston, Me., B.S.

Awarded $200 Prize



RALPH J. BUNCHE

assistant professor of political science Howard University, who has been notified by the secretary of the faculty of arts and sciences of Harvard University, Cambridge, Mass., of the award to him of the Toppan Prize of $200 awarded for the best essay or dissertation upon a subject in political science. The Toppan Prize is awarded "only to essays or dissertations of exceptional merit, and consequently is not awarded every year."

The subjec of Prof. Bunche's dissertation is "French Colonial Administration in Togoland and Dahomey"—a comparative study of the Class B mandate Togoland with the colony Dahomey. This docturnal dissertation was submitted to the Department of Government, Harvard University, on January 2, 1934, and approved January 5, 1934. Mr. Bunche was awarded the degree, Ph.D., at the mid-year's convocation, receiving his diploma in February, 1934.

Carnegie Award.

Education - 1934

Scholarship and Other Distinctions.

Negro Wins Carnegie Medal for Heroism

PITTSBURGH. — (ANP) — At the spring meeting of the Carnegie Hero Fund commission, held here Friday, April 27, twenty-four acts of heroism were recognized, a bronze medal being awarded in each case. Among them being:

Arthur E. Brown, 476 Park avenue, Tyrone, Pa., who received a bronze medal. Mr. Brown, age 24, laborer, saved Mrs. Beatrice V. White, also colored, aged 31, from drowning Ironville, Pa., September 5, 1932. While wading in water in an abandoned quarry, Mrs. White lost her footing at a point seven feet from the bank and was submerged in water 10 feet deep. She rose threshing and drifted to a point 12 feet from the bank.

Brown, who was winded from swimming and had a slight cramp in one of his arms, dived from a rock at the other side of the quarry and with great exertion swam eighty-five feet to Mrs. White. As he tried to take hold of her, she threw her arms around his neck; and both were submerged. Under water Brown broke her hold. Both rose. Brown then took hold of her and with difficulty swam 12 feet to the bank.

Two of the heroes lost their lives; and to the dependents of the one of these a pension of $600 a year was granted. In five cases awards aggregating $2,500 were appropriated for educational purposes; and in 1. cases awards aggregating $14,000 were made for the purchase of homes or other worthy purposes.

Negro Porter Gets Carnegie Medal For Rescuing 2 Men in Atlanta Fire

An Atlanta negro porter, still critically ill from the effects of his hazardous exploit of nearly a year and a half ago, Friday was awarded a bronze medal by the Carnegie hero fund commission, for his heroism in carrying two white men from a burning building. Thirty-seven others were awarded bronze medals and a San Francisco physician was awarded a silver medal.

Included in the list of bronze medal awards was one to Arthur W. McKinney, 39-year-old Florence (Ala.) electrical foreman, for saving the life of Fred H. Maxwell, imperiled by high tension wires after he had been knocked out by contact with the wires at Emory University on December 4, 1930.

The negro medal winner is Olin D Milner, 42 years of age, of 675 Ami street, porter at the Produce Row warehouse of the Loeb-Apte Company, scene of a fatal explosion on June 10, 1933. Although he has been able to work part of the time since the explosion, Milner at present is confined to his home, only recently having been removed from the hospital where he has been forced to go several times this year.

The porter won his medal for rescuing two men trapped and overcome by fumes after the explosion and fire in the fumigating room of the warehouse.

One Rescued Man Died.

John D. Jeffries, 52, one of the men rescued, died two days later but the other, George B. Sawyer, recovered.

The citation says Milner's health was seriously affected by fumes in the experience and that he had to be restrained by firemen from entering the building a third time in an attempt to reach John B. Gelissen, 39, a clerk. Gelissen was taken out by three firemen but died two days later.

The citation says:

"From the front door Milner ran through fumes on the ground floor to the elevator shaft at the rear of the building. He descended the frame of the elevator to the basement floor and in darknss he walked 12 feet to Sawyer and dragged him to the elevator. He hoisted the elevator until it wedged seven feet above the floor and other men pulled Sawyer to the ground floor.

Milner then groped 33 feet to reach Jeffries and dragged him to the elevator. Trying to save Gelissen, he stumbled from weakness but attempted to return, "holding a wet towel to his nose." Firemen prevented him.

Co-Workers Laud Milner.

Milner's fellow workers were jubilant Friday when informed that he had been awarded the medal.

"Despite the fact that he is a negro, Milner is one of the finest men I ever knew," H. D. Wells, foreman of the warehouse, said. "He did not think of himself for a minute that day and if the firemen had not prevented him from doing so he would have gone back into the fumigating room a third time and the chances are he never would have come out alive. We are very happy to know that his deed has won him the recognition that is due him."

Mr. McKinney is an electrical foreman who was working at Emory at the time of Maxwell's almost fatal accident.

Maxwell, a timekeeper, climbed from a ladder to a steel frame on which there were wires and switches which carried a current of 19,000 volts of electricity.

Fell on Cross Bar.

Unaware that the wires and switches were charged, the citation says Maxwell received a shock, causing the grounding of the current. He fell in a recumbent position on a horizontal cross bar six inches wide, his leg resting on a switch. Although conscious, he was unable to speak or shift his position.

McKinney, knowing the current would soon automatically be returned to the switch through a switch at a listant sub-station, ascended a ladder to the top of the large transformer near the structure and sprang upon a beam close to Maxwell. Stooping, he grasped Maxwell's leg and pulled it from the switch, then grasped Maxwell under the armpits and drew him away.

The current returned to the circuit 30 seconds after Maxwell was moved. Maxwell was severely burned. McKinney was unhurt.

Carnegie $1,000 Fund To Pay Off Mortgage

J. C. Loeb, president of the Loeb-Apte Company, 15 Produce row, said Monday that Olin D. Milner, negro porter for the company, who last week was awarded a Carnegie bronze medal and $1,000 for heroism in last year's explosion and fire at the company's plant, planned to use the $1,000 to lift a mortgage from his home on Ami street.

"Milner has a mortgage on the house and as he has not been able to work much since last year he would like very much to pay it off," Mr. Loeb said. "He would have a little left after the mortgage was paid and probably the Carnegie commission would let him have the balance in weekly installments."

Education-1934

Spingarn Award.

Scholarship and Other Distinctions.

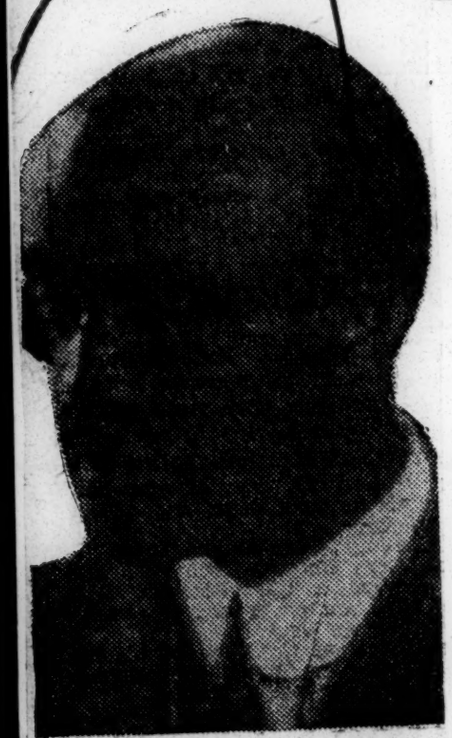
Spingarn Medalist

Dean W. T. B. Williams of Tuskegee to Receive 1933 Spingarn Medal

NEW YORK.—Dean William Taylor Burwell Williams of Tuskegee institute has been awarded the Spingarn medal for 1933, it was announced last week by the National Association for the Advancement of Colored People. The formal announcement of the Spingarn medal committee says:

"The Spingarn medal for 1933 is presented to William Taylor Burwell Williams, dean of Tuskegee institute, for his long service as field agent of the Slater and Jeanes funds and the General Education board, his comprehensive knowledge of the field of Negro education and educational equipment, and his sincere efforts for their betterment."

Dean Williams is the twentieth recipient of the medal. The award committee consists of Oswald Garrison Villard, chairman; Dr. W. E. B. DuBois, secretary; and James H. Dillard, Edwin R. Embree, John Hope, Mordecai Johnson and Theodore Roosevelt. Formal presentation of the medal will take place at the twenty-fifth annual conference of the association in Oklahoma City, June 27-July 1 inclusive.



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VIEWS AND REVIEWS

by GEORGE S. SCHUYLER



The Spingarn Medal has fallen upon evil days. This year it goes to Dean W. T. B. Williams of Tuskegee, a gentleman and scholar from all reports, but not one who merits the medal when there are so many other Negroes whose achievements have been more outstanding. What is there about Robert S. Abott, C. C. Spaulding and Kelly Miller that the Spingarn Medal Award Committee cannot see them? Are they invisible men?

Originally the Spingarn Medal was supposed to be given to the Negro making the highest and noblest achievement for the preceding year. Later the words "or years" was added apparently to enable the committee to give the medal to anyone it chose, almost irrespective of merit. For example, the awards to Col. Young, Dr. DuBois, Gilpin, James Weldon Johnson, Mordecai W. Johnson, Richard B. Harrison and Major Moten were of doubtful justice. Young merely did a routine job of aiding the Liberian exploiters, which any army officer could have done as well. Dr. DuBois' Pan-African fiasco scarcely deserved such recognition, nor did the record of successful place-holding of J. W. Johnson and the president of Howard University. I can understand giving a man a medal for doing his duty for several years, but not for one or two years. I am still waiting for someone to give me an intelligent reason why "De Lawd" Harrison got the medal, or why Gilpin got it. If these two deserved it, why has the committee overlooked Ehel Waters, Jules Bledsoe and Paul Robeson, to say nothing of Duke Ellington, Bill Robinson, "Fats" Waller, Rose McClendon, and many other as accomplished actors and entertainers?

* * *

The award of the medal to Moton was inexcusable. Here is a handkerchief-head Negro who stands for almost everything the N. A. A. C. P. opposes. Here is a man who told black folk to be "modest and unassuming" when they were suffering the tortures of the damned. Here is a man who forever labors to calm the fears of white folk that Negroes might desire justice. Here is a man who speaks out in favor of lower wages under NRA codes for Negroes in the South. And yet this man, the spiritual descendent of Uncle Tom, who once fled to the North and left his faculty and students to the tender mercies of the Ku Klux Klan who woofed spirituals for vacationing crackers from the Canal Zone—this man is awarded a medal for his courage and statesmanship!

* * *

There is one young man who very obviously should have received the Spingarn Medal on the basis of real performance in 1933. His name is John P. Davis, energetic director of the Joint Committee on National Recovery. Here is a Negro who has performed a real service for his people. He has fought to get justice for them under the NRA. He has fought cleverly. He has fought with facts as ammunition. He has bearded the code administrators in their dens and trumpeted to the world that for the Negro the New Deal is a New Steal. He has been a thorn in the side of the Southern manufacturers, coal operators and other exploiters. He has been a nail in the shoe of the grinning, glad-hand boys who dominate the Roosevelt "Revolution." Without his driving personality, his fine intelligence, his masterly grasp of the facts and his fearless presentation of them, the Negro under the New Deal would have fared worse than he has. There was no one who made a comparable contribution in 1933. And yet the Committee of Award passed over Davis and selected W. T. B. Williams!

And look who is on the Committee of Award: Oswald Garrison Villard, a fine man, but unacquainted with the currents of Negro life; John Hope, a pedagogical fossil, as conservative as Elihu Root, with less reason; James H. Dillard, one of the old "educational" crowd who can only see merit in HIS boys; Col. Theodore Roosevelt, an intellectual vacuum totally out of touch with Negro life; Dr. W. E. B. DuBois, well known Ivory Tower occupant, whose fairness can be gauged by his calling Garvey "ugly and black" and Walter White "a white man" by way of argument; Edwin R. Embree, Supreme Being to the Higher Mendicancy and chief comforter of Uncle Tom Negroes, and Mordecai Johnson, who is capable enough if he has time to really keep up with annual Negro achievement.

* * *

Obviously this committee should be scrapped, with the possible exception of Mordecai Johnson. There should be men and women on it who really know what is going on in Afframerica and capable of properly appraising the achie-e-

ments of various outstanding individuals. There should be a leading Negro physician on the committee like Dr. Louis T. Wright; an outstanding Negro editor, like Elmer A. Carter; an outstanding Negro lawyer, like Robert L. Vann; a prominent colored artist or illustrator, like E. Simms Campbell or Augusta Savage; an authority on the Negro stage, like James A. Jackson; one thoroughly acquainted with the achievements of Negro business men, like Albon L. Holsey; a noted musician and composer, like Clarence Cameron White, and an authority on the clergy, like Ira T. Bryant.

The present committee is packed with "educators": Hope, Dillard, DuBois, Embree and Johnson. Villard and Roosevelt do not count. These people cannot "see" any achievements in Negro journalism, among Negro architects or physicians, among social workers, athletes, or labor leaders, and seldom among business men. Imagine the Spingarn Medal being shoveled out year after year and only one woman (Mary B. Talbert) and one business man (Anthony Overton) ever getting it! Imagine no Negro publisher ever getting it! Imagine no outstanding Negro preacher ever getting it! Imagine A. Philip Randolph being pased over for "Major" Moton and Walter White finding less merit than W. T. B. Williams!

Either the Spingarn Medal should be given to people who deserve it, or it should be done away with as a liability to the N. A. A. C. P. It has become meaningless as an award for "highest or noblest achievement." If the present trend continues, they will soon be handing it to Fred Moore, "Kid" Davis, Jackie Mabley, William Patterson or "Snakehips."

Oklahoma City, Okla.
TIMES

JUN 29 1934

Racial Group Honors Negro School Leader

Spingharn Award To Be Presented to W. T. Williams Here Tonight.

For his outstanding work in Negro education, W. T. Williams, dean of the college at Tuskegee Institute, Ala., will receive the twentieth Spingarn award at the Friday night session of the national conference of the Association for the Advancement of Colored People.

Williams was given the award, made annually by J. E. Spingarn, president of the association, for his 20-year record as a Negro educator.

Program Is Planned

Presentation speech will be made by Rev. J. Raymond Henderson of Atlanta. A program of classical and Negro spiritual music has been arranged.

Spingarn started the annual awards 20 years ago because he wanted "a Negro in print at least once a year for something besides crime."

Recipients of other awards include Richard B. Harrison, who played "The Lord" in Green Pastures, Charles Gilpin, who was the original Emperor Jones, and Roland Hay, Negro singer.

New Deal Is Topic

More detailed discussion of the Negro and the new deal was taken up at the Friday afternoon session of the conference.

John P. Davis, Washington, executive secretary of the joint committee on recovery, who opened discussion Thursday night, continued with a talk on the problems of the Negro under NRA codes.

Oscar DePriest, Negro congressman from Chicago, who is to talk at an inter-racial meeting Sunday afternoon, will arrive at 5:11 p. m. Saturday. A parade from the Negro section will meet him at the train.

16 Groups Formed

In his talk Friday morning William Pickens, New York City, field secretary of the association, urged other states to follow Oklahoma's lead in setting up an intensive state organization.

Propose to Change Method of Choosing Spingarn Medalist

CHICAGO.—(ANP) — Under the terms of a resolution submitted by the committee on recommendations at the twenty-fifth conference of the N. A. A. C. P. in Oklahoma City, demand is made that the board of directors of the association change the method of selecting nominees for the Spingarn medal.

Criticism is expressed of the present method to the effect that only persons acceptable to certain philanthropic funds are acceptable, that at times men have been selected whose achievements were of doubtful value and that some of the present committee members had looked with too kindly favor upon themselves.

Education - 1934

Summer Schools, Institutes, etc.

Augusta, Ga., Chronicle
February 19, 1934

PAINE PROFESSOR ATTENDS SESSION

Paul J. McKnight Helps Map Courses in Education For Summer School

Paul J. McKnight, professor of education at Paine College, has returned from Hampton Institute, Hampton, Va., where he spent a week in cooperation with several other leaders in Negro education working out curricula for four courses in education to be given in the summer schools for Negroes this next summer. This curriculem conference was held under the auspices of the General Education Board of New York City and it was upon the invitation of this board that Professor McKnight was called to Hampton.

The conference confined its activities to curricula for four courses in eudcation, namely: (1) The Organization and Management of the Small Rural School; (2) Techniques in the Teaching of Language, Reading, and Arithmetic in the Small Rural School; (3) The Organization and Suggestions for Teaching of Health by Physical Education, Nature Study, and Social Sciences in the Small Rural School, and (4) The School's 'Activities in the Small Rural Community.

Professor McKnight in his work at Paine College during the last three years has concentrated his program upon the small one-room rural school. The work that he has done in this connection has met with favor not only at the hands of the Georgia and South Carolina state departments of education, but his work has received favorable comment from such foundations a: the General Education Board and the Rosenwald Fund.

Special Courses Given Teachers

Summer School For Negroes Opens in Hancock County

SPARTA, Ga., July 19.—The second annual summer school for Negro teachers at the Log Cabin colored community, opened yesterday with a large number of teachers enrolled. Over 40 Negro teachers from this county will take the course, as instructed by the county board of education. This work is under the supervision of Prof. Beni. F. Hubert, president of the Georgia State Industrial college in Savannah.

Over 150 teachers from all sections of the state are expected at the school next week. Courses leading to high school and normal diplomas and college degrees are being offered.

A demonstration school, taking in grades from the first to seventh is being conducted for the benefit of the teachers, special emphasis being put on methods of teaching elementary subjects, normal art, physical education and group singing.

In connection with the summer school, Prof. Hubert has established a rural camp for Negro boys and girls and has a number of them enrolled for a month's stay in this community, living in army tents.

Training School Held For Negroes

SPARTA, Ga., Aug. 3.—The first rural camp to be held in the South for Negro boys and girls will close in the Log Cabin community Saturday after a month's training. The Negro youths came to that section of this county from all parts of Georgia and were under the supervision of experienced camp-workers of their race.

The camp was established by B. F. Hubert of Savannah, well-known Negro educator, who is a native of the northern part of this county and was operated in connection with the summer school being held at the Log Cabin, this school being the second session of the summer course given by the Georgia State College for Negroes in Savannah.

Professor Hubert expects to enlarge the camp next year with facilities for the accommodation of several hundred campers.

Education - 1934

Teachers' Association National.

TEACHERS IN COLORED SCHOOLS ELECT WILKINSON PRESIDENT

Savannah Journal 8-18-34

BALTIMORE. Md.,—The Thirty-first Annual Convention of the National Association of Teachers in Colored Schools held in Baltimore, Maryland. July 31 to August 3, concluded its session Aug-3. Unquestionably this session was the banner convention in the history of the organization. Twenty-three hundred delegates and friends participated in this momentous educational convelave, having on its program outstanding educators, both white and colored from all types of educational institutions. The national officers, have indicated their appreciation of a most splendid and interesting stay in the Monumental City. Among the outstanding features of the convention were the five point program which was adopted, a radio broadcast on the National hook up on Thursday, a comprehensive exhibit of books, supplies and equipment by leading educational publishers, fine and industrial arts, and crafts, exhibit of the Department of Recreation education a completely planned system of registration and housing for the many visiting delegates a fine series of well planned sectional meetings from kindergarten to college, a tour of the city by over one hundred automobiles of delegates and friends touching spots of Negro businesses and outstand newly constructed schools. Excellent news and editorial service of the local Afro-American, including three convention issues carrying gist of the convention, daily mimeo bash containing high lights, excerpts of speeches, personnel flashes, results of election of National Parent-Teacher Congress and National Association of Teachers in Colored Schools, as well as the Social activities of the week, which were very complete including a cruise down the Chesapeake Bay on the steamer Avalon, owned and operated by Captain George W. Brown, colored.

The convention was welcomed by Honorable David C. Winebrenner, 3rd, Secretary of State, acting for the Governor of Maryland, who is in Europe on vacation, Mayor Howard W. Jackson, Dr. David E. Weglein, Superintendent of Public Instruction Baltimore, Maryland; Dr. John O. Spencer, white, president of Morgan College, Carl J. Murphy, president of the Afro-American; Joseph C. Parks, Executive Secretary of Maryland State Association of Teachers in Teachers in Colored Schools, and Mrs. M. W. Blocker, president of the National Congress of Colored Parents and Teachers, Jacksonville, Florida. Response was made by Dr. John W. Davis, president of West Virginia College, Institue West Va. J. W. Scott, president of the National Association of Teachers in Colored schools gave his annual address on the oopning night.

At the close of the meeting the following officers were elected for the ensuing year.

Garnet C. Wilkinson, President, Washington, D. C.

I. T. Gilliam, Arkansas, Vice President—Region 1.

W. R. Wood, Alabama, Vice President—Region 2.

C. A. Johnson, South Carolina, Vice President—Region 3.

W. B. Fouse, Kentucky, Vice President—Region 4.

E. P. Davis, District of Columbia, Vice President—Region 5.

E, E. Weaver, Oklahoma, Vice President—Region 6.

W. D. Miller, West Virginia, Treasurer.

The execellent housing plan for visiting delegates was personally conducted under the supervision of Miss Emma E. Bright, Assistant in the Research Department, Department of Education, Baltimore, Maryland. Mr. W. Cate Anderson, Vice Principal of Dunbar Junior High School carefully planned a visitation tour of the city by automobile. Mr Howard M. Gross, principal of elementary school No. 101, Batimore, Maryland personally conducted the social hours and supervised the card party, and received the city and state officials for the convention. Mr. Gobert E. Macbeth, chairman of the Bureau of Information and Registration reported twenty-three hundred delegates and friends in attendance at the sessions, and pronounced it the banner session in the history of the convention.

Teachers Join Campaign for Dixie Ballot

NATES Authorizes Committee to Accept Help from

Veteran Politicians.

NEW DEAL TEACHING METHODS EXHORTED

Need for Middle Class Is Set Forth.

BALTIMORE—Definite training in the use of the ballot and the scrapping of old methods of teaching to meet the changing economic situation, were the principal themes which engaged members of the National Association of Teachers in Colored Schools, in their meeting at Morgan College, Friday morning.

Decision to take more positive action in politics and decry the denial of suffrage followed directly upon the report of the resolutions committee. The original resolutions simply re mended the instruction of children as to their citizenship rights. An amendment, condemning the reserving of the ballot for whites only, was offered and adopted.

Positive Action Sought

Upon the contention of M. Ricks, of South Carolina, that the mere resolution would not solve the problem of suffrage, the body took additional steps. By unanimous vote, the president of the association was authorized to appoint a committee to study methods by which colored persons might secure the ballot, wherever they are denied it. The committee was also empowered to add unto itself persons with political experience to assist in working out the problem.

Another resolution approved called for the equalization of salaries for white and colored teachers, based upon training, experience, and tenure.

Middle Class Needed

Speaking on "Industrial Arts Training," Dean Howard D. Gregg, of Wilberforce University, said in part:

"Industrial arts and vocational training will furnish a partial solution to many of our perplexing problems, due to a changing economic situation. Colleges and secondary schools are preparing the youth for a few over-crowded professions, and failing to prepare a strong middle class.

"The vocational and industrial class is the one upon which the upper crust must exist. If Booker T. Washington advocated anything like the building of a strong middle class, developing from the bottom upward, building some structure upon which the upper group must exist, we should regard the philosophy of one of the pioneers in the education of the group.

"Granted we have the program, are we going to adjust it to the needs of our present civilization? I believe that many of our institutions are not keeping abreast of the rapid changes in the New Deal. We are preparing persons for positions which have outlived their usefulness. We are following the wrong technique. If we are not, we are not utilizing modern machinery.

"We must adjust our teaching, our program, our ideals, to the needs and experiences of modern life. Unless we do this, we will find that all of our instruction will be in vain. We will be misfits or persons not competent to go along in life."

Analysis Stressed

Following Dean Gregg, was Mrs. Dorothy Miller, director, household arts department, Washington, who spoke on "Home Economics."

Mrs. Miller emphasized that the present trend in the instruction of home economics is not to stress skill and technique, but the analyzing of values, the desirability or necessity of certain materials.

"The New Deal codes," she said further on, "provide that only persons with certain education and experience can fill certain positions. The schools must prepare these persons. If the schools do not provide that training, we find find that the colored person is cut off from all these industries."

Among things which Mrs. Miller said the consumers' educational idea teaches are: to budget the low income; better use of the relief agency income; preparation of low-cost diet; knowledge of values; knowledge of what to preserve or not to preserve; the production of better home gardens, and the ncouragemnt of colored persons to own new homes.

Rural School Problem

"Of the 24,000 schools in the South, ninety-three per cent are in the rural sections and are of the one- and two-teacher class, which present a most difficult problem," declared W. M. Cooper, director of extension, Hampton University.

"A B.S. in education or elementary education," he said further, "is no assurance that the teacher has mastered the technique required in the rural schools. Unless teachers have been given modern

analysis of the require-tion and practice should be pro-
of the rural schools, so thatvided."
rricula of the colleges will The speaker urged a greater
definite information whichconcentration on reading, as rural
cher needs. Rural observa-school children have to do much
impossibility.
"There is necessity for an in-
the teacher

of their own studying while the teacher is busy with other classes. He advocated the addition of libraries, as the students soon read all the stories in the readers and cast their books aside.

Grouping Recommended

Another point made by the extension director wa that rural schools should be consolidated, in order to get a maximum of efficiency, and that ample transportation should be provided.

In the floor discussion, President J. R. E. Lee, of the Florida A. and M. College, suggested that the teachers influence public opinion in the carrying on of the new educational trends.

Dr. H. H. Long, assistant superintendent of schools, Washington, said:

"In connection with the New Deal, notwithstanding that President and Mrs. Roosevelt are kindhearted, we are making a mistake if we think we are going to get something given to us. It is not the intention of the brain trust in Washington to permit this to happen. This is a hard, cruel social and economic situation in which we exist. We will have to demand things; or possibly take them."

Must Become Experts

Addressing himself on the question of industrial arts and vocational training, Dr. Long averred:

"The most important thing is the need of trying to be an expert in a chosen field. The situation is such that in order for a colored man in the future to get a job, he will have to be able to do it as well as the white man, and possibly better. The youths should be taught that if they are going to hold their own, they must be competent, and there should be an insistence on their doing it better."

Before the close, the teachers accepted the single invitation and agreed to meet at the Florida A. and M. College, in August, 1935. President J. R. E. Lee, of the institution, presented the invitation, which was supported by telegrams or messages from the governor, other state officials, and prominent civic heads.

Dr. T. I. Brown, of Washington, conducted eulogistic services for those who had died since the last meeting.

$1000 Slashed from Secretary's Pay as NATCS Adjourns

BALTIMORE.—Agreement on a five-point program and a $1000 cut in the salary of the executive secretary, W. W. Sanders, were two features of the closing sessions of the National Association of Teachers in Colored Schools' convention, Friday.

Mr. Sanders announced the cut of his own salary from $5,000 a year to $4,000, but he stated that this cut does not mean much because his total wage for 1933-34 was around $600 although nominally $5.000.

An additional ruling in the matter of salary is that, the executive secretary will not receive more than fifty per cent of the money collected as dues for his pay.

This will mean that if only $12 is received by the association not more than $6 may be used by Mr. Sanders for salary.

Principles Outlined

The five-point declaration adopted by the association states:

1. In the distribution of public tax funds and all other funds used for educational purposes, the National Association of Teachers in Colored Schools insists that such distribution should be made on an equitable basis without regard to race.

2. We subscribe to the proposition of a Federal subsidy to education in the states with the explicit understanding that the colored man's pro rata share of such government subsidies shall be earmarked in the substantive legislative enactment by the Congress of the United States.

3. We advocate the inclusion of stories of colored life and history in school readers and general literature adopted for use in public and private schools so as to develop an appreciation of the race's contribution to civilization; and we urge the exclusion of all material used in the public schools that gives an unfavorable impression of or develops prejudice against colored people.

4. The National Association of Teachers in Colored Schools stands for a salary schedule for all teachers, black and white, without differentiation except on the basis of training and experience. All teachers and school employees should be required to meet the same standards of preparation and training without regard to race. We urge a single standard of salary for all teachers with increases and reasonable tenure based solely on training and experience.

5. The overcrowded condition existing in many schools, the insufficient number of teachers employed, the failure of many pupils to attend school because facilities are not provided for them, and the lack of sufficient buildings and equipment to accommodate pupils in many states, are a menace to our democratic institutions. The National Association of Teachers in Colored Schools is dedicated to the purpose of creating a public sentiment that will insist upon equal educational opportunities for all the children of all the people of America.

2,300 Attended

The report of Gobert E. Macbeth, chairman of the bureau of registration and information, set the number of persons attending the sessions of the convention at 2,300.

Social activities were under the direction of Howard M. Gross, principal of School 101, and a visitation tour of the city was given under the direction of W. Cato Anderson, vice-principal of the Dunbar Junior High School.

A radio broadcast over the Columbia chain was given on Thursday. Piano selections were given by Mark O. Fax, and Jerome Addison, of the "Green Pastures" choir, sang 2 spirituals. J. W. Scott, retiring president, gave a speech urging greater attention to the education of colored people.

The convention will be held in 1935 at Tallahassee, Fla., beginning the last Tuesday in July, according to Garnet Wilkinson, president for 1934-35.

TEACHERS ASS'N PLANS DYNAMIC DRIVE FOR YEAR

To Fight For Citizenship Rights And Equal Schools

CHARLESTON, W. Va.—The activities of the National Association of Teachers in Colored Schools will center around the five point program adopted in Baltimore in August of this year. This decision was reached at a meeting of the executive committee of the association held at the office of the executive secretary here, September 22.

This program includes: (1) Insistance upon equal distribution of tax funds for the support of schools without regard to race; (2) That all Federal monies allotted to the several states for educational purposes shall be administered by the Office of Education, Washington, D. C. and that a strict accounting be given by subsidized states as to the expenditure of such funds. This is to insure that theh Negro secures his just portion of any appropriations made by Congress of the United States for educational purposes;.

(3) Equality of salaries and tenure of teachers without regard to race or sex and based solely upon training and experience; (4) Better school buildings, more teachers, and modern equipment; and (5) The teaching of Negro literature and history in all public and private schools and to exclude from the school all material that gives an unfavorable impression of, or develops prejudice against, any race.

To Seek Legislation

The committee authorized its executive secretary to communicate with each state association and request of them cooperation in putting before their teachers the ideals contained in this declaration. A national legislation committee has been appointed to make a vigorous campaign to secure favorable legislation for Negroes in the states maintaining separate schools by legislation enactment.

That the Negro population may be awakened to the need of political action, the association has appointed a committee with I. J. K. Wells of West Virginia as chairman, to make a study of the extent to which Negroes are being deprived of the ballot in the several states and present its report at the meeting of the association to be held in Tallahassee, Fla., in July 1935.

This committee will enlist the services of persons in all of the states where disfranchisement laws and other measures to prevent full tions have been enacted. The asparticipation of Negroes in elecsociation will cooperate with Dr. Caliver and the United States Office of Education in holding regional conferences throughout the country so as to bring the facts presented at the conference on fundamentals in the education of Negroes held in Washington in May to the teachers of the country.

Regional Conferences Planned

The association also will hold regional conferences under the direction of the six vice-presidents of the organization. These conferences will be for the purpose of carrying directly to the teachers the program of the association with a view of creating a more active interest in the education of Negro youth in America and to stimulate public opinion in favor of giving adequate and sufficient support to the education of Negroes.

J. W. Scott of Cincinnati, Ohio, past president of the association and chairman of the general council, was made chairman of a committee to cooperate with the association for the Study of Negro Life and History in its efforts to secure the publication of books, poems, and other literature suitable for adoption for use in the elementary and high schools of the nation.

W. A. Robinson, Atlanta, Ga., was made chairman of the new department of school principals created at the Baltimore meeting. The association will organize all the principals in Negro schools in America so as to secure unity of action and purpose in a program for the education of Negro youth.

Those attending the meeting were: Garnet C. Wilkinson, president, Washington, D. C.; J. W. Scott, Cincinnati, Ohio; George B. Murphy, Baltimore, Md.,; W. D. Miller, Bluefield, W. Va.; Dr. Howard H. Long, Washington, D. C.; H. A. Haynes, Washington, D. C.; and Wm W. Saunders, executive secretary, Charleston, W. Va.

Education - 1934

Teachers' Associations, National

ADVISORY GROUP ON EDUCATION OF NEGRO MEETS

50 Leaders at Session Three Other Bodies In Cleveland

3-3-34

CLEVELAND, Ohio— A joint meeting of the National Advisory Committee on the Education of Negroes and the Planning Committee of the National Conference on the Education of Negroes met here at the call of the U. S. commissioner of education, Dr. George F. Zook, on February 27 in connection with the convention of the Department of Superintendence. These committees are comprised of approximately 50 of the outstanding leaders in education and other activities relating to Negro life.

There was a brief report of the regular work of the Federal Office of Education for Negroes, and of the emergency educational projects. The main features of the meeting, however, was concerned with the national conference to be held this spring. The chairman of special committees of the conference reported on the progress of their work. There were brief messages from Commissioner Zook President Paul Stetson, of the Department of Superintendence, and Miss Jessie Gray, president of the National Education Association.

Dr. Ambrose Caliver, Federal specialist in the education of Negroes, who is director of the conference, was in charge of the Cleveland meeting.

Three other educational conferences were called by Commissioner Zook, in Cleveland last week in connection with the annual national convention of superintendents of schools.

One conference on February 28 took up the financial implications of the consolidation of schools and transportation of pupils. Another was a meeting of the National Advisory Council on School Building Problems on February 28 and on February 25, a conference on comparable test scores on the secondary school level was held.

NOTED EDUCATOR ASSAILS DOUBLE STANDARD IN U.S.

National Conference On Negro Education Set For May

3-17-34

WASHINGTON, D. C.—At the joint meeting of the National Advisory Committee on the Education of Negroes and the Planning Committee of the National Conference on the Education of Negroes which was held in Cleveland recently in connection with the meeting of the National Education Association's Department of Superintendence, the dates for the conference to be held in Washington were set for May 9-12. Both committees were well represented by members from various parts of the country. Several visitors were also present.

In addition to the report made by Dr. Ambrose Caliver, senior specialist in the education of Negroes, on the regular work of the Federal Office of Education for Negroes and the general plans for the conference, chairmen gave reports of the progress of their committee work.

Those reporting and the committees they represented were: E. T. Attwell, recreation and leisure time committee; T. Arnold Hill committee on vocations; F. O. Nichols, committee on health; and Fred McCuistion, committee on financial support of education. The following chairmen, who were unable to attend the meeting, sent written reports: Mrs. Mary McL. Bethume, home life; Dean V. E. Daniel, citizenship; and Dr. Willis J. King, ethics and morals.

Assails I. C. Education

In bringing a word of greeting to the group, Dr. George F. Zook U. S. Commissioner of education said that he was tremendously interested in the conference being planned and that he considered it an appropriate time to review what has been done in the education of Negroes in recent years and to make plans for the future He also mentioned the deep interest shown and sympathetic attention given problems in the education of Negroes by Secretary Ickes and Assistant Secretary Chapman.

On behalf of President Paul C Stetson greetings from the Department of Superintendence of the National Education Association were extended by Dr. Milton C. Potter, chairman of the executive committee and superintendent of schools of Milwaukee.

He said that he was "aware of the wisdom of studying education among our colored brethren, particularly in some parts of the country, if in this study we are going to outline the growth and reveal the culture and particular contributions which Negroes have brought to our American life."

Sponsored By U. S.

He further averred that for any American to maintain that one educational standard can be set for one group, and another, for other groups, on the basis of color or ancestry, would be the height of folly. Other persons making brief talks included Dr. Floyd Reeves, director of personnel of the Tennessee Valley Authority, and Lee M. Farvot, of the General Education Board.

A special meeting of the conference committee on financial support of education was also held in Cleveland during the Department of Superintendence Convention.

The National Conference is being sponsored by the Office of Education of the U. S. Department of the Interior and is under the general chairmanship of the U. S. commissioner of education, Dr. George F. Zook, and direction of Dr. Ambrose Caliver, senior specialist in the education of Negroes.

TRENTON, N. J.
STATE GAZETTE
MAR 16 1934

PLAN PARLEY ON NEGRO EDUCATION

First National Conference To Be Held in Washington in May

A national conference on the education of Negroes will be held in Washington, D. C., May 9-12, it is announced by the Federal Office of Education. Dr. George F. Zook, United States Commissioner of Education, and Dr. Ambrose Caliver, Office of Education specialist in the education of Negroes, will direct the first national meeting of this kind ever held.

Commissioner Zook, speaking of the conference, says, "I am tremendously interested in such a meeting, and consider it an appropriate time to review what has been done in the education of Negroes during past years, and to make plans for future Negro education." Secretary of the Interior Harold L. Ickes and Assistant Secretary of the Interior Oscar Chapman are also deeply interested in Negro education problems.

Meetings of the National Advisory Committee on the Education of Negroes and the Planning Committee of the National Conference on the Education of Negroes were held in Cleveland at the National Education Association convention of school superintendents last week, at which time further plans for the conference in May were made.

G. C. WILKINSON TO ADDRESS BODY ON SATURDAY

4-12-34

Bordentown Principal and Director Wood Also Speakers

Washington, D.C.

A regional conference of the National Association of Teachers in Colored Schools will be held Saturday morning, at 10:30, at the Administration Building of the Department of Education, Madison and Lafayette Avenues in Baltimore.

The purpose of this meeting is to consider ways in which the Association may be more useful to teachers and educational interests in the section comprising the States of Maryland, Delaware, Pennsylvania, New Jersey, New York, and the District of Columbia, and to increase the general influence of the organization.

Invitations to addres the meeting have been extended to First Assistant Superintendent Garnet C. Wilkinson of Washington, who has been asked to speak on the opportunities of the N. A.T.C.S. for service in the Southern half of the region comprising the States of Maryland and Delaware and the District of Columbia; Principal W. R. Valentine of Bordentown, N. J., who has been asked to speak on the opportunities of the N.A.T. C.S. for service in the Northern section, comprising the States of New Jersey, New York, and Pennsylvania; and Director Francis M. Wood, of Baltimore, who has been requested to speak upon the problem of increasing the membership and influence of the association in the entire section comprising the States of Maryland, Delaware, Pennsylvania, New Jersey, New York, and the District of Columbia.

Dr. Mason A. Hawkins has been asked to lead the discussion on Superintendent Wilkinson's address; Principal J. H. N. Waring has been asked to lead the discussion on Principal Valentine's address, and Principal Montgomery Gregory has been asked to lead the discussion on Director Wood's address. The three main addressses will cover ten minutes each.

EDUCATIONAL ILLS ATTACKED BY TEACHERS

4-2-34

Delegates to Regional Conference Oppose Differentiation.

PAID OFFICIAL IN D.C. URGED

Mrs. Lee, Baltimore, Named Secretary.

BALTIMORE—Teachers numbering 5,100 were represented by more than sixty delegates of the National Association of Teachers in Colored Schools, which met at the adminis-

tration annex, Lafayette and Madison Avenues, Saturday.

The first of three main addresses was delivered by Francis M. Wood, director of colored schools, here. He warned the teachers against feeling safe from troubles that beset southern educators, and he denounced systems that would attempt to foster differentiated schooling for colored children.

Funds Differ

Mr. Wood declared that one out of every ten children, in the south, had little or no chance for education. He also indicated that an average of $45.43 per year was being spent on southern white children as opposed to $4.40 which was being spent on colored children.

These instances were cited by Mr. Wood to illustrate a few of the things that a united body of educators could improve.

Official Wanted

George B. Murphy, principal of School 112, stated that the organization needed a representative who could act in an executive capacity. Mr. Murphy suggested that this official be stationed in Washington and be paid $5,000 annually.

Garnet Wilkinson, assistant superintendent of the Washington schools, pointed to a number of the evils in modern schools. He illustrated some of the major troubles by giving the example of South Carolina, which is paying $37 a month to colored teachers and $75 to $125 to whites.

New Bill Looming

Mr. Wilkinson told the assembled group that a new bill, that has been submitted to Congress, may change the Washington method of selecting members of the school board. This bill is reported to require election rather than appointment.

The program of a unified educational association, which would be capable of dealing with the many problems with which public school teachers are faced, was also stressed by J. H. N. Waring, principal of the Downington High School.

Those present at the meeting were:

William Anderson, of Baltimore; or W. Q. Bland, of Leonardtown, Md.; Miss Jeannette W. Boyer, of Baltimore; Earle L. Bracey, of Cumberland, Md.; Miss Emma E. Bright, of Baltimore; Joseph C. Briscoe, of Baltimore; Doswell E. Brooks, Seat Pleasant, Md.; Miss Mary G. Brown, of Baltimore; J. C. Bruce, of Washington; Miss Leonie W. Burnett, of Howard University; Frank B. Butler, of Annapolis, Md.; Miss Georgia C. Butler, Pomonkey, Md.; Mrs. Hattie P. Carter, of Morgan College; Dr. Felton G. Clark, of Howard University;

Miss Corleyce B. Clayton, of Towson, Md.; John N. Cotton, Baltimore; George M. Crawford, Westminster, Md.; Carrington L. Davis, of Baltimore; Dean Lewis K. Downing, of Howard University.

Samuel R. Owings, of Baltimore; Mr. and Mrs. W. D. Earle, of Easton, Md.; Mrs. Helen Fairfax Holmes, of Dover State College; J. Wendell Grinage, of Baltimore; Charles W. Harris, of Baltimore; Elmer P. Hawkins, Chestertown, Md.; Elmer A. Henderson, of Baltimore; Booker T. Holmes, Cambridge, Md.; Charles W. Jones Baltimore; Miss Sarah V. Jones, of Anne Arundel, Md.; Mrs. Madeleine W. Kirkland, of Howard University; Dr. Ellis O. Knox, of Howard University; Mrs. Estella W. Lee, of Baltimore; Miss Millred E. Lewis, of Bowie, Md.;

J. P. Layne, Prince Frederick, Md.; William H. McAbee, Baltimore; Mrs. Mary A. Mack, of Charlotte Hall, Md.; Thomas A. Mack, of Charlotte Hall, Md.; Frances L. Murphy, of Baltimore; Jesse L. Nicholas, of Baltimore; George A. Owens, of Baltimore; Joseph C. Parks, of Bryan's Road, Md.;

Miss Enolia V. Pettigen, of Bryan's Road, Md.; Miss Margaret D. Pierce, of Bryan's Road, Md.; Harry T. Pratt, of Baltimore; Robert A. Proctor, of Baltimore; William H. Proctor, of Baltimore; Addison E. Richmond, of Howard University; Miss Ethel J. Roberson, of Howard University; Clarence J. Roberts, of Baltimore;

Mrs. Lucy S. Robinson, of Washington; Mrs. Marguerite B. Seldon, of Baltimore; George E. Simms, of Baltimore; Dr. Georgiana R. Simpson, of Howard University; Miss Louise T. Simpson, of Howard University; John E. Thomas, of Philadelphia;

Mrs. Martha B. Warsoma, of Baltimore; Dr. Alethea H. Washington, of Howard University; Walter A. Washington, of Overlea, Md.; Miss Adah B. Watts, of Baltimore; Dean William D. West, of Howard University; George S. Whyte, of Baltimore; George C. Grant, of Morgan College; Tenner G. Duckery, of Philadelphia; A. Kiger Savoy, of Washington; and Dr. Charles H. Thompson, of Howard Univer-

—NEGRO COUNCILMAN—

Teachers Asso. Holds Session In Baltimore

BALTIMORE, Md.—This city is the thirty-first convention city of the National Association of Teachers in Colored Schools. Sessions began on Tuesday and will end on Saturday.

Under the presidency of Principal J. W. Scott, of Cincinnati, with the active support of Director F. M. Wood, of Baltimore, chairman of the General Committee, other officers of the organization, the committee on Arrangements adopted as the convention's theme "A New Program of Education for Colored Schools in Building a New America."

At the first session on Tuesday evening there was a preliminary concert, immediately followed by the opening session which included welcome addresses by Governor Ritchie, of Maryland, Mayor Jackson of Baltimore, Superintendent of Public Instruction Weglein of Baltimore, Carl J. Murphy, president and editor of the Baltimore Afro-American, Joseph C. Parks, executive secretary of the Maryland State Association of Teachers in Colored Schools, and Mrs. M. W. Blocker of Jacksonville, Fla., president of the National Congress of Colored Parents and Teachers.

In behalf of the association response was made by Dr. John W. Davis, president of West Virginia State College, after which the annual address was delivered.

Teachers Open Meet with 500 & Visitors There

Secretary of State, Mayor, and Citizens Welcome Group at Douglass High.

SCOTT EXPOSES JIM CROW IN SOUTHERN SYSTEM

Municipal Orchestra and Chorus in Concert.

BALTIMORE—With nearly 500 out-of-town teachers and educational authorities registered, and 1500 additional persons expected to attend from Baltimore and Washington, the National Association of Teachers in Colored Schools began its sessions in the Douglass High School, Tuesday.

The main address of the evening was delivered by J. W. Scott, president of the organization, but by the time he was called on to talk nearly half of the audience had walked out because of the lenghth of the program. His speech was applauded by those that heard it, however.

In the absence of Governor Albert C. Ritchie, who is in Europe, David C. Winebrenner, 3rd secretary of state, welcomed the association in behalf of Maryland.

Mayor Present

Another official welcome was extended by Howard W. Jackson, mayor of Baltimore; and Carl Murphy, editor of the AFRO, extended greetings in behalf of the citizens of Baltimore.

Further speeches of welcome were delivered by Joseph C. Parks, executive secretary of the Maryland State Teachers' Association; Dr. David E. Weglein, white, superintendent of public instruction; and Mrs. M. W. Blocker, president of the National Congress of Colored Parents and Teachers. The responses to welcomes was made by John W. Davis, president of West Virginia State College.

In his annual address to the convention Mr. Scott said:

"The one industry—the nation's greatest industry—that has received but scant consideration is the public school."

"We are therefore facing the task of a re-appraisal of the scope, purposes, and methods of the public school.

He declared that school budgets have been slashed to the bone, and the bone scraped. He indicated that this would mean bad things for America in the future, if her present generations are further neglected so far as their educations is concerned.

During his speech he asked his hearers the following questions concerning education:

1. Why are 50 per cent of all colored children in the Southern States held in grades 1 to 3?
2. Why has 30 per cent of the white enrollment advanced to the high school, but only 2 per cent of ours (colored)?
3. Why are there no high school facilities for colored pupils in 230 counties of the southern states: although in these same counties there are nearly 1,400,000 colored people in with 150,000 children of high school age?
4. Why is the average per capita expenditure for white pupils of the south $44.31, while that for colored is only $12.57? What chance have we with, say, the children of Cincinnati, who receive $139.42 per capita?
5. Why in 1930 was $12,784.414 expended by southern states for the transportation of all pupils, but less than two per cent of that sum for us.
6. Why in eleven southern states is the average salary of white teachers $901, while the average salary of our teachers is $423?

SCHOOL PRINCIPALS TO BE ORGANIZED BY ATLANTA EDUCATOR

Prof. W. A. Robinson Gets Key Appointment from New National Teachers President

10-19-34

President Garnet C. Wilkinson of the National Association of Teachers in Colored Schools has appointed Principal W. A. Robinson, of the Atlanta University Laboratory School to organize and direct the new Department of School Principals created by the Delegate Assembly at the Baltimore meeting of the Association.

Mr. Robinson has had long connection with the Association and has served it in many different capacities. From 1922 until 1926, when he was elected president of the Association, he was Director of the Division of High School Education and it was under his leadership that the effort was begun to have the Southern Association rate Negro high schools. At the Washington meeting in 1931 he was again appointed director of that department and continued to serve until this summer when he requested the department to elect Mr. D. A. Wilkerson of Virginia State College to succeed him.

"The new department is to serve the interest of Negro school principals" says Mr. Robnison much as the Departments of Secondary and Elementary School Principals of the National Education Asociation serve their memberships." He says that there are numerous problems distinctly racial that the Negro school principals face that can only be worked out satisfactorily by the organized strength of the Negro school principals and that the improved status of the Negro schools in the South and in America generally will come only through a determined and organized effort of the men in charge of these schools.

Mr. Robinson, who is a member of the Board of Trustees of the National Association of Teachers in Colored Schools, wrote the new constitution for the Association when it was reorganized in Jackson, Mississippi, in 1929.

Prof. Robinson was formerly principal of Austin High School, Knoxville, Tenn.

Education - 1934

Teachers' Associations, National.

PTA Meet Is Not a Maid's Confab, Member Says

Texan Derides Lethargy of College-Bred Youth Who Take Back Seat.

Afro-American
8-4-34
Baltimore, Md.

15,000 MEMBERS IN 17 STATES LISTED

Volunteer Service Is the Program Feature.

BALTIMORE—Organized eight years ago in Atlanta, with one hundred units and two thousand members, the National Congress of Colored Parents and Teachers, meeting here July 29 to August 1, now boasts more than one thousand units and fifteen thousand members in seventeen states.

Reports read by officers at the meeting tended to show a gradual development, despite economic conditions. In many sections, it is reported that schools have been kept open solely through the efforts of the parent-teacher associations. In one instance funds were advanced for this purpose pending the state appropriation.

Services Volunteered

The association sponsors study groups, parent education, and programs to feed, clothe, shelter, and educate whole communities, it is reported.

The work of the entire group is through volunteer service. It is supported by a fee of five cents a year, charged each member.

Raise Own Expenses

Mrs. W. L. D. Johnson, executive secretary of the Texas association, in her report, expressed the difficulty involved in fund-raising among the teachers in the state. She attributed this condition to lack of foresight.

"The college-bred youth," said Mrs. Johnson, "seems to think that the Parent-Teacher Congress is an old maids' convention, to which certain priviliged teachers are sent as delegates; whereas, the real truth is that the expenses are paid by the teachers themselves through entertainments and uplift movements which they sponsor."

Reports Heard

School attendance, state projects and health movements are among the activities of the Virginia association, according to the report read by Mrs. C. L. K. Bailey, who represented that state at the congress.

Mrs. M. E. Fields, corresponding secretary of the South Carolina association, called attention to the thirty parent-teacher groups, in twelve counties, with 330 members in the state. She also spoke of the petition sent to the state department, seeking longer school terms, better attendance, more pay, and adequate facilities.

Organization Taught

Experts showing teachers how to organize parent-teacher groups is a feature of the Louisiana program, stated Miss Williams, who also described a quilted map of the United Staes, used by members in one of the projects.

The Florida association, represented by Mrs. E. B. Baker, has among its projects the choice of child literature, attendance at Sunday schools and churches, and the curtailing of promiscuous movie-going.

Delaware was represented by S. M. Blackburn, accompanied by eight members of his association. Following the report, the group sang the state song.

Kentuckian Reports

Mrs. E. D. Mack, of the Kentucky branch, exhibited various programs and projects during her report.

Mrs. J. H. Anderson, treasurer of the Alabama branch, presented a comparative list of averages attained by colored and white children throughout the state.

Oklahoma, one of the recent additions to the congress, was represented by Mrs. T. W. Grissom, who stressed the importance of rural health programs, and described the activities of the parent-teacher group in coping with the situation.

Visitors Introduced

Visitors to the congress included:

Mrs. Maymie Mary Jackson, wife of the president of Johnson C. Smith University; Miss Fannie Williams, principal of the Valera Jones Model School; Mrs. Etta Wilson, executive secretary of the Delaware Parent-Teacher Association; Mrs. H. K. Wright, also of Delaware; Mrs. Doris Rayford, Texas, and Miss Inez Labat, president of the teachers' association in New Orleans.

NAT'L ASSOCIATION OF TEACHERS IN COLORED SCHOOLS CLOSES EVENTFUL SESSION IN BALTIMORE, MARYLAND

Educators Enjoy Rare Program of Instruction and Recreation. Prof. Garnett C. Wilkerso,n Elected President

Baltimore, Md.—(Special)— The Thirty-first Annual Convention of the National Association of Teachers in Colored Schools held in Baltimore, Maryland, July 31 to August 3, concluded its session August 3. Unquestionably this session was he banner convention in the history of the organization. Twenty-three hundred delegates and friends participated in this momentous educational conclave, having on its program outstanding educators, both white and colored, from all types of educational institutions. The national officers have indicated their appreciation of a most splendid and interesting stay in the Monumental City. Among the outstanding features of the convention were the five point program which was adopted, a radio broadcast on the National hook-up on Thursday, a comprehensive exhibit of books, supplies and equipment by leading educational publishers, fine and industrial arts, and crafts, exhibit of the Department of Recreation education, a completely planned system of registration and housing for the many visiting delegates, a fine series of well planned sectional meetings from kindergarten to college, a tour of the city by over one hundred automobiles of delegates and friends touching high spots of Negro businesses and outstanding, newly constructed schools. Excellent news and editorial service by the local Afro-American, including three convention issues carrying the of the convention, daily mimeo flashes containng high lights, excerpts of speeches, personal flashes, results of election of National Parent-Teacher Congress and National Association of Teachers in Colored Schools, as well as the social activities of the week, which were very complete, including a cruise down the Chesapeake Bay on the steamer Avalon, owned and operated by Captain George W. Brown, colored.

The convention was welcomed by Honorable David C. Winebrenner, 3rd, Secretary of State, acting for the Governor of Maryland, who is in Europe on vacation, Mayor Howard W. Jackson, Dr. David E. Weglein, Superintendent of Public Instruction, Baltimore, Maryland; Dr. John O. Spencer, white, president of Morgan College; Carl J. Murphy, president of the Afro-American; Joseph C. Parks, Executive Secretary of the Maryland State Association of Teachers in Colored Schools, and Mrs. M. W. Blocker, president of the National Congress of Colored Parents and Teachers, Jacksonville, Fla. Response was made by Dr. John W. Davis, president of West Virginia State College, Institute, West Virginia. J. W. Scott, president of the National Association of Teachers in Colored Schools gave his annual address on the opening night.

ELECT GARNET WILKERSON NEW HEAD OF NATCS

Five-Point Program Adopted At 4-Day Session

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The adoption of a five point program by the association and the elevation of Garnet C. Wilkerson, Washington, D. C., to the presidency of the National organization were among the highspots of the four day session.

Other officers elected were as follows: Arkansas, vice president, Region 1; W. R. Wood, Alabama, vice president, Region 2; C. A. Johnson, South Carolina, vice president, Region 3; W. H. Fouse, Kentucky, vice president, Reigon 4; E. P. Davis, District of Columbia, vice president, Region 5; E. E. Weaver, Oklahoma, vice president, Region 6, and W. D. Miller, West Virginia, treasurer.

Convention Features

The citizens of Baltimore joined well planned sectional with the local organization in welcoming delegates, a fine series of well planned sectional meetings from kindergarten to college, a tour of the city by over one hundred automobiles of delegates and friends touching high spots of Negro businesses and outstanding, newly constructed schools, and a cruise down the Chesapeake Bay on the steamer Avalon. Visitors began registration and housing for the completely planned system of registration and housing for the many visiting delegates, a fine series of well planned sectional meetings from kindergarten to college, a tour of the city by over one hundred automobiles of delegates and friends touching high spots of Negro businesses and outstanding, newly constructed schools. Excellent news and editorial service by the local Afro-American, including three convention issues carrying the of the convention, daily mimeo flashes containng high lights, excerpts of speeches, personal flashes, results of election of National Parent-Teacher Congress and National Association of Teachers in Colored Schools, as well as the social activities of the week, which were very complete, including a cruise down the Chesapeake Bay on the steamer Avalon, owned and operated by Captain George W. Brown, colored.

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The opening meeting of the convention was held in the auditorium of the Douglas Hgh School Tuesday and was largely attended by delegates and citizens. A concert by the City Colored Orchestra and Cty Colored Chorus preceded the meeting and was a musical feast.

Welcome Extended

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Problems of today, he said, cannot be solved by programs of yesterday. Consideration of spiritual rather than material values is the keynote of the new day. He suggested that each local unit of the association organize a service bureau to gather and give out information on the Negro as a means of increasing race pride.

On Wednesday morning the general session was held in the auditorium of the Booker Washington Junior High School and the theme was "The Meaning of Education in a Changing Social Order." Principal Wood, Ensley, Ala.; Principal Fouse, Lexington, Ky., and Supervisor I. J. K. Wells, Charleston, W. Va., each made fine contributions.

Preparation of Youth

Mr. Fouse and Mr. Wells, both outlined an experiment which they have made in their state, namely—Preparing our Youth to Meet the Present Day Demands and Developing our Economic Life Through the Schools.

In the Executive Secretary W. W. Sanders' report he disclosed that he had traveled 26,250 miles during the year and contacted 28 states. Texas, Virginia, North Carolina and Mississippi were not contacted. The District of Columbia had the highest number of delegates based on membership, (to the Delegate Assembly) West Virginia, second highest, Maryland third.

On Wednesday night the auditorium of the Dunbar Junior High School was crowded to witness the operetta "The Pied Piper," which was cut short to alow time for the addresses scheduled. Principal A. D. Shores, Bessemer, Ala., presided, Dr. H. L. McCrorey spoke on "Observations and Impressions of My Summer Vacation in Europe" and Dr. H. B. Swanson, U. S. Office of Education spoke on "Agricultural Education in the Present Situation." Harry T. Pratt was violinist and "Nat Turner" a one-act Negro play was rendered by students of Morgan College.

A Busy Day

.ednesday was perhaps the busiest day if the meeting. From nine to ten o'colck the Geenral Counil met. At ten o'colck, the general session convened. A few minutes were allowed for lunch and from two to four the departmental meeting with committee meetings followed immediately. During the interval which followed the committee meetings and general session at night, a tour of the city was made.

About twelve or fifteen cars joined the procession led by Mr. Wood's car and the occupants looked in at the four latest school buildings, the Afro American building, Community House and several other places of interest finally enjoying the breeze at the Druid Hill Park.

A run for a bite of dinner, the night session at the Dunbar Junior High and the day closed with a card party at St. James Parrish Hall. About one hundred attended the party, which did not begin until a late hour. Several beautiful prizes were awarded the ladies and the men were not left out of the picture by any means.

The departmental meetings were interesting. In the college education division, Dr. J. S. Clark was chairman. All the speakers sent regrets and an open meeting was conducted. Dr. Allen, speaking on health education, said "Health is the first objective of education,—the mainteneance of the being itself."

Adolescents Studied

W. A. Robinson was chairman of the high school education division. R. P. Daniels discussed "The School's Task in the Personality Development of the Negro Adolescent." He listed eight possible sources of incipient personality disturbance effecting the adolescent boy and girl.

hursday proved to be a lighter day than the previous one. The morning, afternoon and evening sessions were all very helpful although long. The topic "Needed Changes in the Educational Set-Up of Our Colored Schools" was emphasized by each speaker.

Dr. Leslie Pinckney Hill spoke on 'How To Get Better Teaching in our Schools" and each of the other speakers added suggestions to be used in considering the main topic for the day. Mrs. Ruth McAbee rendered musical numbers which were greatly appreciated. The Departmental Meetings and Election of Officers took up the afternoon period.

The high light of the evening session at the Douglass High School was the appearance of the full Masonic Band and Choir under the direction of W. H. Bevans. The band was secured through the courtesy of Willard W. Allen, grand master, Masons, Maryland.

Comparative Costs

"Comparative Costs of Education in the South, White and Colored" was shown by the use of lantern slides by Dr. Horace Mann Bond, Fisk University. Dr. Ambrose L. Caliver, senior specialist, Negro education, U. S. Office of Education, who was also director of the National Conference on Fundamental Problems in the Education of the Negroes gave, in his talk, some of the outcomes of the conference. Mark O. Fax, pianist, played several selections.

The radio program arranged in the early afternoon included talks by Francis M. Wood, President John W. Scott and Mark Fax furnished the instrumental numbers.

Friday was the closing day and after the general session at Morgan College a delightful cruise down the Chesapeake Bay was enjoyed by the guests and many of the local people. Following the evening session when Prof. Sims and Dr. John O. Spencer were the speakers and M. Grant Lucas also spoke on "The Drive to Beautify the Douglass Home," a formal reception was tendered the delegates at the Douglass High School. About 500 persons attended.

G. C. Wilkinson Elected Head of Nat'l Assn. Of Teachers in Colored Sch.

BALTIMORE (CNS) — Garnet C. Wilkinson, assistant superintendent of schools in Washington, was elected president of the National Association of Teachers in Colored Schools in the final session of the convention, which was held at the Booker T. Washington Junior High School last week.

E. P. Davis of Howard University was elected as regional vice president. W. D. Miller of Bluefield, W. Va., was re-elected treasurer and William W. Sanders of Charleston, W. Va., was returned as executive secretary. The 1935 convention will be held next August in Talahasse, Florida.

TEACHERS END CONFERENCE AT BALTIMORE

Equal Opportunity Is Keynote at Meeting of Educators

BALTIMORE.—Equality of educational opportunity was the keynote of the thirty-first annual convention of the National Association of Teachers in Colored Schools held in Baltimore, July 31 to August 3. More than 2,300 delegates and friends of Negro education participated in this conclave, having on its program outstanding educators, both white and colored, from all types of educational institutions.

The following program was adopted by the association.

1. In the distribution of public tax funds and all other funds used for educational purposes, the National Association of Teachers in Colored Schools insists that such distribution should be made on as equitable basis without regard to race.

2. We subscribe to the proposition of a federal subsidy to education in the states with the explicit understanding that the Negro's pro rata share of such governmental subsidies shall be earmarked in the substantive legislative enactment by the Congress of the United States in order that the Negro shall receive his proportionate share of such funds according to the ratio which the total Negro population bears to the total population of the state so subsidized.

Asks Equal Salaries

3. We advocate the inclusion of stories of Negro life and history in school readers and general literature adopted for use in public and private schools so as to develop an appreciation of Negro life and of the race's contribution to civilization; and we urge the exclusion of all material used in the public schools that gives an unfavorable impression of or develops prejudice against the Negro race.

4. The National Association of Teachers in Colored Schools stands for a salary schedule for all teachers, white and Negro, without differentiation except on the basis of training and experience. All teachers and school employees should be required to meet the same standards of preparation and training without regard to race. We urge a single standard of salary for all teachers with increases and reasonable tenure based solely on training and experience.

5. The overcrowded condition existing in many Negro schools, the insufficient number of teachers employed, the failure of many pupils to attend school because facilities are not provided for them, and the lack of sufficient buildings and equipment to accomodate Negro pupils in many states, are a menace to our democratic institutions. The National Association of Teachers in Colored Schools is dedicated to the purpose of creating a public sentiment that will insist upon equal educational opportunities for all the children of all the people of America.

Elect Officers

At the close of the meeting the following officers were elected for the ensuing year: Garnet C. Wilkinson, president, Washington, D. C.; I. T. Gilliam ,Arkansas, vice president, region 1; W. R. Wood, Alabama, vice president, region 2; C. A. Johnson, South Carolina, vice president, region 3; W. H. Fouse, Kentucky, vice president, region 4; E. P. Davis, District of Columbia, vice president, region 5; E. E. Weaver, Oklahoma, vice president, region 6; W. D. Miller, West Virginia, treasurer.

Among the outstanding features of the convention were the five point program which was adopted, a radio broadcast on the National hook-up on Thursday, a comprehensive exhibit of books, supplies and equipment by leading educational publishers, fine and industrial arts, and crafts, exhibit of the department of recreation education, a completely planned system of registration and housing for the many visiting delegates, a series of well planned sectional meetings from kindergarten to college, a tour of the city by over one hundred automobiles of delegates and friends touching high spots of Negro businesses and outstanding, newly constructed schools.

The convention was welcomed by the Hon. David C. Winebrenner, 3rd, Secretary of State, acting for Governor Ritchie, who is now in Europe on vacation, Mayor Howard W. Jackson, Dr. David E. Weglein, superintendent of public instruction, Baltimore; Dr. John O. Spencer, white, president of Morgan college, Carl J. Murphy, president of the Afro-American; Joseph C. Parks, executive secretary of the Maryland State Association of Teachers in Colored Schools, and Mrs. M. W. Blocker, president of the National Congress of Colored Parents and Teachers, Jacksonville, Florida. Response was made by Dr. John W. Davis, president of West Virginia State college, Institute, West Virginia. J. W. Scott, president of the National Association of Teachers in Colored Schools gave his annual address on the opening night.

Florida

Education - 1934

Teachers' Association, State.

Tallahassee Fla

Democrat

Jan 6, 1934

COLORED TEACHERS TO CONVENE HERE

Tallahassee was unanimously selected as the site for the 1935 convention of the National Association of Colored Teachers, it was announced today by J. R. E. Lee, president of the Florida A. and M. College for negroes. The convention will be held in the negro college.

President Lee reported invitations to hold the convention in Tallahassee were received from Governor Dave Sholtz, Mayor J. L. Fain and the Chamber of Commerce.

This year's convention was held in Baltimore with approximately 2,000 delegates attending. The Association represents 52,000 negro teachers of the county.

Education—1934

Missouri.

Teachers' Association, State.

NEW TEACHERS ASSOCIATION IS ORGANIZED

C. E. Coursey, Brookfield, Heads Body in North Missouri

BROOKFIELD, Mo.—The North Missouri Teacher association was organized by a group of teachers from Linn, Monroe, Livingstone, Adair and adjoining counties who met here Saturday, November 24, at the Park high school.

C. E. Coursey, principal of Park high, was elected president, other officers elected are: A. Anderson, Marceline, vice-president; Mrs. Lee Campbell, Paris, secretary; Mrs. J. A. Cranshaw, Laclede, assistant secretary; L. E. Hurd, Brookfield treasurer; John Osborne, Linneus historian.

Members of the program committee are R. A. Shropshire, Paris, chairman; Virgil Williams, Chillicothe; William Williams, Utica.

Members of the constitutional and by-law committee are Miss Mary Mitchell, Paris, chairman; A. Anderson and Mrs. Ida Botts of Meadville.

The meeting was opened Saturday morning by the Rev. T. R. Sayles, who served as temporary chairman. Principal Coursey addressed the teachers at the morning session on "The Value of a Teachers' Association."

Great Responsibility On Schools

The afternoon session was presided over by the president. The Park high school band under the direction of Mr. Coursey furnished the music. L. V. Crookshank, superintendent of the Brookfield public schools, and Dr. Eugene Fair, the president of the State Teachers college in Kirksville, Mo., spoke. Mr. Crookshank expressed interest in the progress of the band and pledged his support to the musical training of the students at Park high school.

Mr. Fair spoke on "Sorrell and His Son," pointing out that companionship and love between the teacher and pupils are essential in the progress of education.

The principal address of the evening session was delivered by J. F. Hortistine, superintendent of Linn county schools, who spoke on "Who Is Most Responsible for Moral and Social Instruction and Guidance of Youth?" He concluded that the greater part of the responsibility or moral and social education rests with the parents until the child is six years old and then with the schools.

Mayor Speaks

Mayor T. C. Oyler of this city delivered an address of welcome on behalf of the city. A welcome address on behalf of the school was given by Edna Blakely; on behalf of the churches by Mrs. L. E. Perkins. Prof. A. Anderson gave the response to the welcome addresses. The Rev. William Williams thanked the speakers in behalf of the association for their addresses. The officers were installed by the Rev T. R. Sayles.

The day's program was concluded with an oratorical and spelling contest with schools from Paris Meadville, Linneus and Brookfield represented. The winners of the grade school oratorical contest were Mary Ethel Blakely of Brookfield, Mo., first; May Betty Lasley of Paris, second place.

In the high school oratorical contest Isabella Lasley of Paris won first place with Ruby Etta West of Paris, winning second. In the spelling contest, Leroy Lewis of Brookfield won first place; Anna Hogan of Brookfield was second.

The association will meet in Paris, Mo., in April.

Education - 1934

South Carolina.

Teachers' Association, State.

St. George, S. C. Eagle
March 8, 1934

NEGRO TEACHERS TO ATTEND INSTITUTE

Mrs. W. B. Browning, president of the Dorchester County Tuberculosis Association, announces that a Health Education Institute for negroes will be held at Summerville on Friday and Saturday, March 23 and 24. At a recent meeting of the executive committee of the association, at which Mrs. D. McL. McDonald, executive secretary of the state T. B. Association, was present, it was decided to hold this two-day Institute for the colored people of the county, upon Mrs. McDonald's suggestion. Mrs. McDonald stated that many very successful ones had been held over the state within the past year. The main expense of the Institute, such as salaries of the two state workers conducting the Institute, will be paid by the state. T. B. Association, from the proceeds of the Christmas Seal sale; the minor expenses will be met by the county association, also from Christmas Seal funds.

County Superintendent of Education M. S. Judy has heartily endorsed the plan, as has State Superintendent Jas. H. Hope. Under authority from these two officials, colored teachers who attend the Institute will be granted a holiday from school work on Friday.

The Institute will be under the direction of M. M. Simkins, director of the Health Education program for Negroes, and of Miss McMaster, field nurse of the S. C. Tuberculosis Association. A two-day course in technical inspection for symptoms of communicable diseases and minor physical defects will be taught; also methods for health instruction.

The local association, states Mrs. Browning, will write to all colored teachers in the county, inviting and urging them to attend the Institute. "Teaching teachers how to inspect" is a part of the health education program which seems to be growing in favor. Under the West Law of Virginia, the plan has been in effect since 1920. In Detroit, which is considered to have the finest health education work in the United States, this plan is in general use and favor throughout the system.

More definite plans for the Dorchester Institute will be announced shortly.

Columbia, S. C. State
March 14, 1934

WILL WELCOME NEGRO TEACHERS

Sessions to Open at Noon Tomorrow in Columbia.

By W. R. Bowman.

The Negro citizens of Columbia are making great preparation for the entertainment of the 38th session of the Palmetto State Teachers' association, which will open its session at noon tomorrow at Benedict college, according to statements from C. A. Johnson, chairman of the local committee.

According to program, Mayor L. B. Owens will deliver the welcome address.

The speakers for the first session are J. H. Hope, state superintendent of education for South Carolina; Dr. Williams W. Sanders, executive secretary for National Association of Teachers in Colored Schools, with headquarters in Washington; and Dr. Frank Evans, superintendent of city schools, Spartanburg

In the afternoon, the speakers will be: J. R. Felton, state supervisor of Negro schools; Dr. Walter B. Hill, field agent of general education board, and Prof. J. B. Burgess, executive secretary of the association will make his annual report, along with Mrs. M. Alice LaSaina, treasurer.

At the evening session will be the annual address of President H. H. Butler and an address from Miss Wil Lou Gray of the state department of education.

Tonight at Allen university, Culture club of Columbia is having a play for the benefit of Marion Burnie Wilkinson home for orphan girls, formerly Fairwold school for delinquent girls. Hundreds of teachers who are interested in this work will come to Columbia today and be at the play tonight.

According to Prof. J. B. Burgess, there are over 3,000 teachers enrolled on his books for the association.

This is election year, several candidates are out for the presidency. Each candidate has many friends and the vote will be lively.

From the reports coming in Columbia this will be the largest session of teachers ever to come to Columbia. Columbia and Richland county have the largest vote, every teacher in the county and city has enrolled. They have 210 votes.

Many of the teachers arrived late last night to be at the funeral of J. F. Bowman, who died suddenly Sunday afternoon and will be buried this afternoon. Bowman was an old teacher, a trustee of Allen university and was a delegate to the general conference of the African Methodist church which held its session in Cleveland, Ohio, in 1932.

The executive board meets at 7:30 tonight.

Columbia, S. C. State
March 15, 1934

Negro Teachers Now Meeting Here

Annual Convention of Palmetto Association Held in Capital City Starting Last Night.

BY I. M. A. MYERS.

Delegates to the annual convention of Negro teachers which opened formerly last night will attend three mass meetings today. Following the group meetings from 6 to 12, there will be an assembly at noon, one at 3:30 and another at 8 o'clock tonight.

The noon session will be held in the auditorium of Benedict college with the following speakers: J. H. Hope state superintendent of education; William Sanders of West Virginia, executive secretary of the national association, and Frank Evans, superintendent of Spartanburg schools.

At 3 o'clock, J. B. Felton, state agent of Negro schools, and Walter Hill of the general education board will speak. At the close of this session Prof. John Burgess, executive secretary, will render his report.

The session tonight promises to be one of the biggest and best of the convention. It will be held in the auditorium of Allen. Dr. H. H. Butler of Hartsville, president of the association will give his annual address. Other speakers are Miss Wil Lou Gray, supervisor of adult education, and M. M. Simpkins, state health worker.

The group meetings have been well planned and will be held each morning from 9 until noon. The following is the program of group meetings and leaders presiding over the groups:

Address, Martha A. Streeter, Darlington County Training school, Hartsville; address, L. E. Davis, principal Wilson high school, Florence; presentation, M. P. McLeod, Howard high school, Georgtown; practical uses of the study of biology; presentation, C. J. Beck, Howard high school, Georgetown; address, Prof. J. H. Goudlock, president Frienship college, Rock Hill.

Rural teachers group, W. A. Schiffley, presiding. Miss Mattie E. Thomas in charge of instruction. Program will be announced at meeting.

Elementary teachers' group, Thursday, 9 a. m.-12 m., Charity M. Mance, director. Opening exercises, organization of group. Theme for morning session, "The School for the Child." Open forum. Music.

Elementary teachers' group, Friday, 9:30-a. m.-11:45 a. m., Charity M. Mance, director. Opening exercises. Theme for morning session, "The School for the Community." Open forum. Music.

Primary group, Mary Wright, group president, Spartanburg; Ruth L. Bynum, director, Columbia; Theme: "The School for the Child and the Community."

Thursday morning session, 9 a. m.-12 m., primary group. Subject: "Teaching Reading—Grades 1-4." Reading in the first grade through the activity, Ruth L. Bynum, Columbia; reading in the second grade, Corinne Peek, Anderson; reading in the third grade, Millie E. Jordan, Rock Hill; reading in the fourth grade, Otis L. Bookard, Gaffney; elemenetary science for beginners, Otto Allen, Burton; health education in the primary grades, Jennie Trezevant, Columbia, "The School for the Child and the Community," M. C. Slaughter, Benedict college, Columbia; teaching chillren play, M. E. Howe, Florence.

Friday morning session, 9-11:45 a. m., Number work, language and spelling in the first grade, Ruth L. Bynum, Columbia; number work, language and spelling in the second grade, M. M. Briggs, Aiken; number work, language and spelling in the third grade, Lucille Campbell and Ruth Thompson, Allendale; arithmetic, language and spelling in the fourth grade, Claudia E. Dorrah and Myrtle L. Greene Clinton; teaching are in primary grades, Cecelia Johnson, Anderson character training through subjec matter, Wilma B. Jones, Aiken. (Questions after each discussion).

Jcales supervisors' group, J. B. Felton, presiding. Program will be announced at meeting.

Agricultural group, E. L. Avery, Fort Mill, presiding, Friday, 9:30. Discussion of the provisions of the N. F. S. C. charter. Formulation of plans for building camp. Adress, Verd Peterson, state supervisor of agriculture; election of officers.

Thursday, 9 a. m., S. C. (Negro) A. V. A., Prof. H. C. Brewer, Hartsville presiding; report of president, H. C Brewer; report of secretary, Annie B Jenkins, Darlington; report of treasurer, Willie Mae White, Florence; some high lights of the A. V. A. meeting in Detroit, W. H. Garrison, assistant supervisor of agriculture; election of officers.

Home economics group, Ways in which the H. E. department may cooperate with other repartments, and the community at large, Elizabeth Finch; a suitable commencement program for the H. E. department, Florence district; "Color in Relation to Skin Coloring and Personality," Addie McLendon; suitable commercial illustrative material and why, H. E. Student; home economics management problems: (a) foods; (b) clothing, Mattred McKissick; (c) equipment, Sarah Nance; (d) home project, Helen Barnwell; necklines in relation to size and shape of the face, Dollis Simpson; discussion; business meeting.

State Trade Teachers, association Opening remarks, M. A. Entzminger talk, "The High School Shop and the Community," A. W. Brayant; talk

"Securing Outside Jobs for the High School Shops," T. P. Jordan; talk "The Advantages of the Unit Trade Course to the Child and Community," Dudley Zimmerman; talk, "Program Adjustments in the Junior High School," R. F. Boulware; remarks, C. M. Wilson, supervisor of trades; remarks, W. W. Wilkins. Each talk will be limited to ten minutes. A ten minute discussion will follow each talk.

Parent-Teacher group, Thursday evening: 6, executive board meeting Waverley school, corner of Oak and Lady streets. Friday morning, 9, registration, Waverley school; 10, morning session, presiding, president of association; song service; invocation; parents' creed, Bertie Clyd; singing; appointment of committees; remarks state president; 11, address, Mrs. Marion B. Paul, state supervisor of home demonstration work; 11:30, Parent-Teacher school of instruction, Mrs Timmons and Mrs. Gayden, officers of the state Parent-Teacher association reports from organization; announcements; 1, lunch; 2, singing; address M. M. Simpkins, state tuberculosis worker; 2:30, business meeting, presiding, Mrs. M. L. LaSaine; minutes of previous meeting; report of treasurer; report of executive committee; reports from district organizers; reading of communications; presentation of state P.-T. A. banner to the association reuporting the largest membership; election; announcements; adiournment.

Columbia, S. C. State
March 16, 1934

3,000 NEGRO TEACHERS ATTENDING CONVENTION

Great Crowd in Attendance Upon Sessions of Palmetto Association Now in Meeting in Columbia.

BY I. M. A. MYERS.

Three thousand Negro teachers in the public schools and the colleges of this state were addressed at the first general session at noon yesterday by James H. Hope, state superintendent of education. Consolidation of schools, marking time in the field of education, flexible programs and applications for federal aid for weak schools were some of the high points discussed briefly by Mr. Hope who spoke eloquently to the big audience in the auditorium of Benedict college.

Under the recovery plans fostered by the CWA school officials built and consolidated 23 schools for Negroes at a cost of $63,000 this year," Mr. Hope said. Also that the department of education has sent out a batch of applications to all of the county superintendents for approval. When these applications have been returned to the state superintendent's office they will be placed with the federal officers in charge of this new program. The idea is to give aid to schools with less than the "normal" term this year. The schools with terms of less days than they had in 1930 will be among the ones to be considered. The state is trying to help all schools those for white people and those for the colored people Mr. Hope said. In some instances the government is helping in this work as much as 25 per cent. and in other situations as much as 100 per cent. Mr. Hope referred also to the fact that for the past two years the Rosenwald fund has not been able to assist with a building program for Negro schools as before; but it is likely that this fund will offer aid for building purposes again next session. 'Since the Rosenwald endowment was made to aid the erection of school buildings for Negro schools more than 500 such buildings have been erected in South Carolina," Mr. Hope said as he continued his very interesting address to an attentive and appreciative audience.

William Sanders, executive secretary of the National Association of Teachers in Negro Schools, was the second speaker on this occassion. He emphasized the importance of three things in the educational scheme: natural resources must be developed, natural ability and acquired ability if we are to have wealth with which to develop our schools. To illustrate his points he made a comparison of his home state with Massachusetts. The natural resources, he said, were the same but the people in Massachusetts had been so educated as to create more wealth out of their resources and therefore have more to spend for education.

Dr. Frank Evans of the Spartanburg schools was the third speaker at the noon hour. He spoke on the "Science of Teaching."

The convention reassembled at 3:30 yesterday afternoon. The principal speakers were J. B. Felton, Walter Hill and W. A. Schiffley. Mr. Felton is state supervisor of Negro schools and Mr. Hill is his assistant. Mr. Felton spoke on the plans of reorganization of the schools so as to give the pupils in the primary and grammar grades the same opportunity as is given these in the high school. In fact he is demanding that the Negroes reorganized their schools from the bottom in such a way that larger numbers will reach the upper grades.

Mr. Felton distributed copies of a special report on the enrolment by grades in Negro schools which revealed some startling information. Out of 219,670 Negro pupils enrolled only 4.7 per cent. attend high school while 95 per cent. remain in the elementary school. However, there is a sign of improvement shown in the preparation of Negro teachers and the one and two-teacher schools are being rapidly decreased. Out of 4,569 teachers in Negro schools, 3,000 have first grade certificates and only 1,200 still teach in one-teacher schools.

Walter B. Hill referred to the undeveloped resources in the Southern states as a handicap to correcting the evils being discussed. To put over the program we want we must have money, and to get more school funds we shall have to change the attitude ofd the people toward taxes and the payment of taxes, also educated in such a way that we will have more wealth in our states where these alarming conditions exist. "We must plan a program of education that will suit the needs of the South," he said.

J. W. Shaw of Lancaster read the report from the house of delegates. This committee nominated for election of president Samuel L. Finley of Chester. The election of officers may not be had until Saturday morning.

John P. Burgess's report for the year was rendered. It showed an enrolment of over 2,700 teachers and a balance in the treasury of $2,400 and more.

One of the happy features of the teachers' convention is the singing. Quartets and double quartets from various high schools are here and the music rendered by these artists add much to the pleasure of the delegates.

The program today:

Friday—12—Benedict College.

Founder's day program, address, Dr. Howard Thurmond, Howard university, Washington, D. C.

8 p. m.—Allen University.

Music, State college sextette.
Invocation.
Music—Claflin college.
Introduction of speaker—J. Andrew Simmons, principal Booker Washington high school.
Address—Garnet C. Wilkinson, first assistant superintendent of schools, Washington, D. C.
Music—State college.
Announcement from tellers of election.
Music—Claflin college.
Announcements.
Benediction.

Columbia, S. C. State
March 18, 1934

NEGROES SPEAK ON EDUCATION

Outline Program for Fuller Opportunities for All.

The South Carolina Congress of Negro Parents and Teachers in annual session, Waverley school, Columbia, March 16, compiled and passed the following resolutions which were also read before and adopted by the Palmetto State Teachers' association in its final session at Benedict college yesterday:

"Whereas, approximately 70 per cent. of the children of school age fail to complete the eighth grade, and a considerable proportion of this number drop out of school because their minds become too confused and unhappy to keep up the losing struggle to make progress in learning under ordinary schooling and ordinary training methods;

"Ordinary schooling and ordinary training methods are of little value and may sometimes even be harmful when applied in the education of the various degrees of sub-normal children; the problem of fitting them worthily into a place in society requires the knowledge and skill of those who are expert in such work, and such experts and such expert training are valuable only in special training schools or special divisions of regular schools segregated and set apart for the purpose;

"A large per cent. of the inmates of our penal institutions are individuals with various degrees of mental handicaps who have not had the benefit of such special schools or such special training;

"It is widely conceded that juvenile delinquency in general which leads eventually to lawlessness and crime that are more costly to the state than is the cost of education and that such delinquency is due, in part, to poor schooling whether through inadequate school equipment, school terms that are too short, or teachers who are poorly prepared;

"Both school and society suffer and are handicapped in the effort to make progress towards the worthy objectives that justify educational institutions and towards peaceful and happy citizenship because of unwholesome home environment due, in part, to adult illiterarcy or ignorance;

"Therefore, be it resolved, That the local parent-teacher associations throughout the state strongly advocate and plead for the establishment in their respective communities of special training schools or the setting up of special, segregated divisions of regular schools for the training of the mentally handicapped child under teachers and supervisors who have the knowledge and skill of those who are expert in such work, and that we pray the state board of education to take such steps as are necessary to further such work;

"That we implore the state board of education to proceed along such lines as are necessary to hasten the day when we shall have, uniformly throughout the state, full-time school terms for all the children of the state when teachers shall be paid salaries sufficient to maintain themselves with respect and, at the same time, to keep themselves properly prepared efficiently to do justice to their work, and when all schools shall be equipped properly for children to learn;

"That we implore the superintendents of schools in our various communities to support full-heartedly the state's program of adult education and to provide for the training of the preschool child;

"That we encourage teachers everywhere to look upon their difficulties as affording increased opportunities to serve their communities and as a challenge to their efficiency and to their willingness and earnestness in serving rather than as merely causes for complaint;

"That we urge parents everywhere to justify our appeal for all these benefits by an increasing loyal support, on their part, of the established schools i nthe matters of school attendance, disciplinary control at and away from school, and of becoming active members of local parent-teacher associations;

"And that a copy of these resolutions be spread upon the minutes of our congress, a copy be sent to the press, and a copy be sent to the state board of education."

Signed: Committee on Resolutions, W. A. Perry, chairman; R. W. Jackson, F. B. Fields.

Education - 1934

Texas.

Teachers' Association, State.

Two Cents Apiece

About one thousand Negro teachers of Texas met in their annual convention at Galveston last week, to talk learnedly to elect a new president, and to have a good time. One big reason why they do not meet to discuss and make protests against their unequal salaries and against the unequal educational opportunities of the children whom they teach, is the fact that, not having the ballot as a weapon of self-defense, they are afraid of their jobs and being afraid they naturally avoid as much as possible controversies with their bosses,—the white rulers of Negro education.

Knowing this, Dr. W. M. Drake, R. R. Grovey, and the other leaders of the new state-wide civic organization which was being formed in Galveston at the same time, caused to be passed a resolution endorsing a vigorous program to fight for the ballot for the million Negroes of Texas, teachers included, and to call upon the Colored Teachers State Association for a contribution to that worthy cause. It was thought that the teachers would see in this an opportunity, without showing their hand as individual teachers, to help do indirectly something which they wanted to do, but could not do openly on account of being afraid of their jobs.

Then the unexpected began to happen. The presiding officer hesitated to grant the request to appear before the teachers to talk to them about the ballot, because, as he said, it was "a little out of the ordinary to let these outside and extraneous matters" come in to interrupt the above mentioned program and purposes for which the teachers had gathered. Finally, however, after much cajoling and some threats of exposure, the request was granted and an appeal made to the teachers to join in a great state-wide movement to win the franchise rights of a million black folks, the existence of whose children make possible the bread and meat of every teacher.

In response to the appeal the NEGRO TEACHERS GAVE AN AVERAGE OF TWO CENTS APIECE. Think of it! Two cents is the average value which the Negro teachers of Texas place upon the ballot, which is the only weapon by which freedom is to be gained under our American system of government. No wonder that one Negro college president, who himself put in the two cents for at least fifty of his fellow teachers who gave nothing, left the convention and went home in disgust.

No wonder, also, that under that kind of leadership Negroes are Jim Crowed at their own high school football games, and that Negro teachers are called by their first names. No wonder, either, that the 1934 Negro, with all of his so-called education, is more helpless and dependent than the Negro of 1874. without much education.

Jeanes Teachers Meet In 2 Sectional Conferences

PRAIRIE VIEW.—To stimulate beautification and improvement of Negro rural schools, the Julius Rosenwald Fund named a committee on School Plant Rehabilitation which is cooperating with county and state officials in their improvement program. It is proposed to organize contests in selected states and counties and offer premiums or prizes for the most beautiful, but best arranged and most suitably equipped school plant. These contests to be organized in states or counties meeting the following conditions.

1. Any state where there is a state agents of Negro schools;
2. Any county where there is a Jeanes teachers or a supervisor of Negro schools or any county where there is at least one Rosenwald school;
3. Provided at least three (3) schools file applications to enter the contest and make the required reports before the closing dates.

For the sake of clarity and understanding of the contest, Mr. Gordon Worley from the State Department of Education is meeting the Jeans teachers in two sectional conferences. One conference was held at Prairie View State College, Tuesday, December 18, and another was held at Wiley College, Marshall, Texas, Saturday, December 22. The conference at Prairie View was attended by the following Jeanes teachers: Misses L. J. Toliver, Nacogdoches County; A. M. Fulus, Grimes County; Pauline M. Watkins, Brazos County; Bernice Porter, Tyler County; Sophia Montgomery, Anderson County; B. V. Foster, Limestone County; M. E. Anderson, Milam County; Addie A. Ware, Houston County; Grace Abernethy, Walker County; Novella A. Southwell, Mountgomery County; Lula J. Lee. Fort Bend County and Mr. T. R. Griffith, Waller County.

Mr. Worley led a discussion with this group of workers. The following points were discussed.

1. Setting up a county committee for judging the improvement of rural schools.
2. Making plans for the activities in general.
3. The last probable date for inspection and improvement.

During the afternoon session Mr. D. B. Taylor led a discussion on the general improvement of instruction in all the schools in the county. The discussion was pointed and helpful to all. Following the discussion led by Mr. Taylor, Mr Nickens, County and Farm Agent of Houston County gave some valuable information on landscaping. He made his discussion very plain and practical, by blackboard diagrams, illustrations and methods of transplanting shrubbery.

—Napoleon B. Edwards, Secretary.

Education - Negro

Teachers' Association, State.

STATE SCIENCE PROFS HOLD ANNUAL CONFAB

Mrs. Foreman Hampton, New President

LAWRENCEVILLE, Va.— Dr. F. McN. Simpson, professor of mathematics, Randolph-Macon College, Ashland, and ex-president of Virginia Academy of Science was the main speaker at the opening session of the Virginia Conference of Teachers of Science which met at St. Paul's School, here recently.

In his address, which in spite of its technicality was interesting, he made radical departures from the generally accepted opinion that mathematics is an exact science and further impressed his contention with examples which amazed his audience.

The two day session which was declared one of the most successful in the four years of the organization concluded with the annual election of officers which elevated Mrs. Madeline Clarke Foreman, of Hampton Institute to the presidency.

Other officers for the year are Reugen Roosevelt McDaniel, Virginia State College, vice president; and Mrs. Bullock, St. Paul's School, secretary-treasurer.

The next meeting is scheduled for Hampton Institute, the Thursday and Friday preceeding Easter, 1935.

Other highspots of the conference were as follows: a paper on the effects of potassium ions upon the heart of the chick by W. M. Whitehurst, St. Paul's School; old and new principles in physics, by J. M. Hunter, Virginia State College; college entrance requirements in mathmatics in several schools by Robert Atkinson, Hampton Institute; and a suggested course of study in biology for beginners in Negro colleges by K. B. M. Brooks, Hampton Institute.

DR. R. P. DANIEL CHOSEN HEAD OF VA. TEACHERS

Group Urges Passage of Anti-Lynching Measure

PETERSBURG—With the adoption of resolutions pledging full use of the ballot, urging adequate public high school facilities for Negro children, equalization of salaries for colored and white teachers, the training of Negro youth in the duties of citizenship, commending Governor Peery and local authorities for prompt action in recently averting a lynching at Clifton Forge, urging President Roosevelt and Virginia congressmen to use their influence to have a federal anti-lynching law passed and others dealing with pertinent problems of the Negro group, the Virginia State Teachers Association which met here Nov. 28-30 at Va. State College, closed one of the finest sessions in the organization's history.

The 47th annual session, which was marked by a large attendance, also voted to cooperate fully with the state educational officials in carrying out "Virginia's New Curriculum in Education," and requested the State Advisory Commission to appoint a Negro in each community set-up to effect better results in working out the program of community building under the FERA.

The teachers went on record as favoring social service training for a larger number of Negro young men and women for this expanding field of service. The group also urged the continued consolidation of Negro rural schools and that better transporation facilities with public aid be provided for our children.

Dr. Daniel, New President

Newly elected officers of the association include Dr. Robert P. Daniel, dean, department of education, Virginia Union University, Richmond, president, who succeeds Mrs. Rosa Butler Browne, who becomes chairman of the newly created executive commitee. Other officers are L. F. Palmer, Newport News, executive secretary (re-elected); Mrs. Amelia J. Felton, Portsmouth, treasurer (re-elected); W. N. P. Harris, Harrisburg, registrar (re-elected); P. J. Chesson, Norfolk, auditor (re-elected); Miss Eva C. Mitchell, secretary, educational research; D. A. Wilkerson, Etrick, educational activities secretary.

The convention took note of the recent resignation of Dr. R. R. Moton, from the presidency of Tuskegee Institute. It expressed appreciation for his ability as head of one of the oustanding Negro institutions. Members of the association also expressed their sympathy to Mrs. Rosa Butler Browne over the recent loss of her mother. Praised also for an outstanding life of service was expressed for Miss Lucy F. Simms, teacher at Harrisonburg, Va., for fifty-six years. Miss Simms, before her recent demise, was one of the association's oldest members. The teachers expressed their deep gratitude to Dr. John M. Gandy, faculty and student body of Virginia State College for courteous hospitality as hosts to the convention.

Following an invitation from the school board and teachers of Roanoke, the Convention voted to meet at Roanoke, Virginia in 1935. Thanksgiving was named as the date for the holding of the convention.

The convention was featured by a series of addresses by nationally known speakers. Some of the speakers and their subjects were: welcome address, Dr. John M. Gandy, president, Virginia State College; Mrs. Rosa Butler Browne, president's annual message, "Some Necessary Considerations in Our Educational Program"; Dr. Paul Hanna, Columbia University, "The New Curriculum and National Needs"; Dr. Robert P. Daniel, secretary of educational activities; P. B. Young, Sr., "Civics and Citizenship"; Dr. D. W. Peters, Virginia State department of education, "The Pupil and his School"; Dr. Edgar Knight, University of North Carolina, "Education"; Miss Eva C. Mitchell, Hampton Institute and D. A. Wilkerson, Virginia State College, "Some Problems Under the New Curriculum."

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The speakers related their particular subjects to the general theme of the convention. Problems precipitated by the present depression were discussed in the light of the new curriculum in the public schools and speakers pointed out the necessity of dealing with them in a more realistic manner in the class rooms.

Speakers Urge Teachers To Teach Civics, Citizenship By Precept And Example

PETERSBURG— The array of educators and social workers who spoke to the teachers and visitors at the 47th annual convention of the Virginia State Teachers Association, which was held here at Virginia State College, Nov. 28-30, inclusive, covered practically the whole field of modern education and social advance. Dr. John M. Gandy, former president of the organization, welcomed the group at the first public session Wednesday evening.

Mrs. Rosa Butler Browne hurled a challenge at our educational leaders in her annual message with the statement that "one of the great drawbacks of education today is that it has become too remote from the actualities of every day life." She asserted that "education has unjustifiably been made the scapegoat for most of our economic ills."

Speaking also at the evening session on Wednesday, Dr. Paul Hanna, Columbia University, asserted that "our present depression goes back not alone to 1929, but to the date of the discovery of steam power by James Watt. Our trouble is that we, as a people, have failed to keep pace with the inventions of science."

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A strong appeal enforced by a mass of material and statistics for the exercise of the franchise among our group was made by P. B. Young, Sr., editor of the Journal and Guide, who addressed the teachers at their evening session Nov. 29 on "Civics and Citizenship."

"The present trend of socio-political planning, governmental and civil," Mr. Young asserted, "presupposes integration upon a scale we do not enjoy, and without which we cannot occupy any satisfactory position socially, politically and economically. Our lack of participation in important phases of government subjects us to certain racial differentials, which are reflected in our earning power, living standards and participation in federal measures for economic recovery."

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Elaborating on his thesis, Mr. Young pointed out that "we are deprived of an equitable share of public benefits and services. Our schools are below normal standards, we are discriminated against in the administration of and provisions for penal, correctional and charitable institutions. Such public facilities as transportation, improved streets, lighting, water, sewerage, sanitation, welfare and relief services are provided with regard for an established differential based on race which makes attainment of the 'life abundant' impossible for our group.'

For these differences in our social status, Mr. Young blamed those who are in control of our public institutions. "We know that these conditions—these examples of inequitable parity in the distribution of public rights—are due to inherent attitudes upon the part of those in political and social control," he added, "and that these attitudes are emenable to mitigation by education, conciliation, and sometimes by resort to legal recourse."

The editor marshalled an array of facts to prove the efficacy of the ballot as a means of bettering the status of our group. "hTe ballot is the most potent instrument at hand for righting political wrongs in a government such as ours," he declared. "But here again we are confronted with a political orthodoxy grounded in racial attitudes that are inherent, which experience has shown is more responsive to propitiation than to competition."

Reviews Political Revolution

Here Mr. Young reviewed the political revolution which culminated in the passage of the ballot, Dr. D. W. Peters, head of state department of education, who followed him, stated "The use of the ballot is not only the right and privilege, but the solemn duty of every teacher."

Charges Needed

Dr. Peters spoke on "The Pupil and His School." He said that "we are now at the point in our educational system where we can push ahead a few steps. We have too

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Giving full approval to Mr. Young-Young's advice regarding the use of the ballot, Dr. D. W. Peters, head of the department of education, who followed him, stated "The use of the simple process of disfranchisement, citizenship by precept and example in the elementary and high schools. The greatest danger is that the adult will not teach every teacher."

Reviews Political Revolution

Here Mr. Young reviewed the political revolution which culminated

long clung to rigid subject matter aims. We have unintentionally overlooked the child in our educational planning."

Dr. Edgar Knight, The University of North Carolina, pointed out that the two most important things in education are (1) that every human being should know himself as a human organism and (2) that we should become acquainted with the world about us. He asserted that the schools have been to much conected with linguistic ideas. Brushing aside the various plans and projects which characterize modern education, he expressed the view that what our educational system needs most today is not a new curruclum bul a great body of teachers. "The schools should provide real intellectual adventure," he asserted.

Education - 1934

Alabama

Teachers' Salaries.

SALARY SCALE FOR TEACHERS IS GIVEN

Minimum Schedule In Alabama Presented By Morphet At Conference

UNIVERSITY, ALA., June 20.—(Special).—A monthly minimum teachers' salary schedule for Alabama during the school year 1934-35 was presented to Alabama educators attending the Education Conference at the University Tuesday by Dr. Edgar L. Morphet, director of the Division of Research and Information of the State Department of Education. The schedule was worked out after conferences with superintendents in various portions of the State.

Dr. Morphet called attention to the fact that the proposed schedule is frankly an emergency schedule based on anticipated payment of approximately 60 per cent of State appropriations. He stated that every county and city board of education should pay at least the minimum salary for teachers in each rank as provided for in the schedule. He added that contracts with all teachers for 1934-35 should specify a definite salary per month rather than a definite term in months regardless of the salary that can be paid.

The proposed monthly minimum salary schedule procides as follows:

Teachers with master's degree plus proper professional training: beginning salary $85; 1-2 years experience $91-99; 3-4 years experience $101-109; 5-6 years experience $111-119; 2 or more years $125-145.

Teachers with college degree plus proper professional training: beginning $75; 1-2 years experience $81-89; 3-4 years $91-99; 5-6 years $101-109; 7 or more years $110-120.

Teachers with three years of college work: beginning $65; 1-2 years experience $68-72; 3-4 years $73-77; 5-6 years $78-82; 7 or more years $85-95.

Teachers with two years of college work and proper professional training: beginning $60 1-2 years $63-67; 3-4 years $68-72; 5-6 years $73-77; 7 years or more $80-90.

Teachers with one year of college work with proper professional training: beginning $60 1-2 years experience $53-57; 3-4 $58-62; 5-6 years $64-66; 7 years or more $66-74.

Less than one year of college work: beginning $45; 1-2 years $48-52; 3-4 years $53-57; 5-6 years $58-62; 7 years or more $63-67.

Miscellaneous based upon examinations' rank 7: beginning $42; 1-2 years $43; 3-4 years 5-6 years $50; 7 years or more $52-58; rank 8: beginning $40; 1-2 years $41; 3-4 years $43; 5-6 years $46; 7 years or more $47-53.

Dealing with salary schedules for the past year just closed Dr. Morphet said that 39.4 per cent of the white rural elementary teachers of the State received less than $65 per month during the current year and that 47.8 per cent had less than two years of training. The median monthly salary was $68. The median monthly salary was less than $60 per month in the following counties: Autauga, Bibb, Blount, Butler, Cherokee, Clarke, Cleburne, Dale, Houston, Iee, Macon, Pickens, Tallapoosa, and Washington. Salaries were highest in Montgomery and Jefferson Counties.

The median monthly salary of white rural high school teachers was $91.00. He said that 95.8 per cent of the school teachers received more than $65 per month and 92.8 per cent had two years or more of training.

TEACHERS' SALARY MONEY ALLOCATED

Montgomery County To Receive $14,197 Of $475,985, Cut 67 Ways

Allocation to the respective counties of the $475,985.84 made available July 1 for public school purposes by Comptroller H. Hard, Jr., from the public school fund and the Alabama special educational trust fund, made public yesterday by the State Educational Department, shows that Montgomery County's share is $14,197.83, with Mobile receiving $15,056.64, and Jefferson $45,257.37.

The distribution by counties, of the $475,985.84, all of which is to be expended for teachers' salaries, follows:

Autauga	$ 3,785.42
Baldwin	4,874.79
Barbour	5,148.25
Bibb	4,794.05
Blount	6,574.26
Bullock	3,810.65
Butler	5,101.40
Calhoun	11,754.62
Chambers	9,376.56
Cherokee	4,149.45
Chilton	4,567.86
Choctaw	3,497.00
Clarke	4,666.21
Clay	4,828.28
Cleburne	2,670.81
Coffee	5,566.41
Colbert	5,084.09
Conecuh	4,401.80
Coosa	2,772.68
Covington	8,976.92
Crenshaw	6,124.98
Cullman	10,790.50
Dale	5,558.10
Dallas	8,551.60
DeKalb	9,674.32
Elmore	5,536.85
Escambia	5,223.07
Etowah	13,025.91
Fayette	4,864.86
Franklin	6,406.51
Geneva	7,095.57
Greene	3,140.86
Hale	4,765.15
Henry	3,987.45
Houston	8,837.92
Jackson	8,758.53
Jefferson	45,257.37
Lamar	4,762.79
Lauderdale	9,652.97
Lawrence	6,376.23
Lee	5,627.25
Limestone	7,566.58
Lowndes	5,002.60
Macon	4,445.25
Madison	9,223.98
Marengo	5,915.14
Marion	8,131.80
Marshall	9,346.01
Mobile	15,056.64
Monroe	7,084.29
Montgomery	14,197.83
Morgan	6,608.39
Perry	4,725.66
Pickens	5,911.91
Pike	5,161.22
Randolph	6,800.66
Russell	4,612.42
St. Clair	6,081.49
Shelby	6,803.43
Sumter	5,034.01
Talladega	7,562.29
Tallapoosa	5,236.41
Tuscaloosa	9,102.78
Walker	13,891.51
Washington	2,809.26
Wilcox	4,705.29
Winston	4,458.69
Total	$475,985.84

Birmingham, Ala., News
August 7, 1934

COUNTY TEACHERS GET RAISE OF 10 PER CENT

Education Board Also Accepts Contract Of PWA For Loan Of $260,000

A salary increase for teachers in the Jefferson County schools approximating 10 per cent was voted by the County Board of Education for the coming term, at a meeting Friday afternoon.

The board also accepted the PWA contract for the loan and grant of $260,000 for school building purposes. The contract was presented by Raymond E. Thomason, board member, who returned Sunday from Washington, where he conferred with Washington officials and cleared up technicalities that interfered with approval of the loan.

The salary increase granted will restore approximately half the reductions taken by the teachers since 1929. The increase amounts to an average of about $10 a month and affects 660 white teachers and 275 Negro teachers. The teaching staff is about the same as last year, except for an increase of 12 in the Negro schools, E. B. Erwin, superintendent of county schools, reported.

The contract for the $260,000 loan from the government will be approved in Washington as soon as properly executed by the board here, Mr. Thomason said. Board members announced that bids for the 40 projects included in the contract will be advertised for as soon as minor details of handling the contract are completed.

The loan will be repaid at the rate of $10,000 a year, beginning in 1935, with 4 per cent interest. It was pointed out that under the terms of the contract, labor for the construction work will have to be selected from the ranks of the Federal Employment Agency and from union labor lists.

Total expenditures for the additions and new buildings for white children will aggregate $115,154, of which $96,821 will be expended in labor and materials with the remaining $18,330 going to other expenses. Expenditures for the Negro buildings and additions will total $106,748, of which $89,841 will go in labor and materials and $16,000 in additional expenses.

The building program for white schools includes the following projects:

West Jefferson, $4,500; Huffman, $4,500; Pinson, $6,000; Jones Valley High School, $10,000; Gardendale, $3,333; Leeds, $6,146; Trafford, a new school plant, $10,624; Hueyton elementary, a new school plant, $21,266; Bagley, $1,495; Mt. Olive, $1,495; Lewisburg, $3,000; McNeill, $1,495; a new junior high at Fairfield Highlands, $15,908; Sayre, $3,000; Trussville-Hewitt High School, $6,067; Irondale, $1,495; Corner, $1,495; Jefferson County High School, $3,000; Tueytown High School, $3,000; Minor High School, $2,777; Graysville Vocational School, $3,000, and Lipscomb Vocational School, $3,000.

With the exception of the $5,441 to be expended in additions to the Sandusky School, most of the money allotted to the Negro schools will go in the erection of new buildings. The other Negro projects are:

Negro High School

Adger-Sumpter, $5,441; McCalla, $3,000; Brookside, $3,378; East Irondale, $5,441; Trussville, $3,378; Acton, $1,819; a new Negro high school to be established in the vicinity of Westfield, $24,706; Village Springs, $3,000; Oxmoor-Redding, $5,441; Hooper City, $19,000; Robertstown, $3,000; Rosedale, $9,314; Pinson, $1,495; Roosevelt, $1,495; Spaulding, $5,441; and Virginia Mines, $3,000.

Among other routine matters approved by the board were the renewing of contracts for coal, employment of school bus drivers and the installation as a trial of a mechanical coal stoking system for one of the county schools.

The board also recorded receipt of the attorney-general's opinion which showed the county in the clear on certain insurance matters, and took under consideration the plan to purchase gasoline from refineries without payment of the city, state or federal tax.

Montgomery Elementary Teachers Best Paid In Alabama Last Year

Montgomery County last year paid its white elementary school teachers the highest salaries of any county in the State, and the training standards of the local instructors ranked right at the top of the list. These illuminating and interesting facts are contained in the current issue of The Alabama School Journal and were prepared by the State Department of Education.

The average salary paid to elementary teachers in this county was $94 a month, almost double the compensation received by the same groups of teachers in some of the other counties. Montgomery was the only county in Alabama to pay every white teacher more than $74 a month. The compilation of salaries by counties, excepting Mobile which did not make a report, shows that 55 per cent of the elementary teachers in the local city and county system received during the 1933-34 school term from $75 to $94 a month, with the other 45 per cent in the $95 and above bracket.

Next to Sumter, Montgomery County had the lowest percentage of teachers with less than two years of collage training. In Sumter, every elementary teacher last year had received more than two years of college work, while in this county only five per cent of them were under the two-year training rating. In Winston the percentage of teachers with less than two years training was 75.5, the highest in the State.

Seventy per cent of the Montgomery County teachers in the elementary schools have had from two to four years training in institutions above high schools, while the remaining 25 per cent had spent more than four years in equipping themselves for their profession. A number of the teachers in the city schools here have been connected with the system for 20 years or longer.

Dr. E. L. Morphet, director of research and information of the State Department of Education who prepared the table for the 1933-34 term, explained that the training records were based on certificates held as reported by superintendents. He also stated that practically all the rural counties had reduced teacher salaries sharply during the depression. The cut is said to average about 35 per cent.

The table shows that Henry County did not pay a single elementary teacher more than $55 a month, and the average salary in that county was $50 a month.

Jefferson with an average of $91 a month stood next to this county in payment of salaries last year. Although none of the elementary teachers there received less than $55 a month, 11.9 per cent of them were in the $55 to $74 division; 55.4 per cent were paid from $75 to $94 and 32.7 per cent ranked above $95 a month.

In 21 counties not a teacher received less than $55 a month. They were Bullock, Chambers, Chilton, Colbert, Dallas, Etowah, Jackson, Jefferson, Lauderdale, Lee, Limestone, Lowndes Macon Marengo Marion, Montgomery, Morgan, Pi,e St. Clair, Shelby, Talladega, Tuscaloosa, Walker and Wilcox.

None of the elementary teachers in the following counties received as much as $95 a month last year, according to the report: Autauga, Barbour, Bullock, Butler, Calhoun, Choctaw, Clarke, Cleburne, Coffee, Covington, Dale, Dallas, Escambia, Fayette Henry Hale Jackson, Macon, Morgan, Perry, Pickens Pike, Sumter, Tuscaloosa, Washington, Wilcox and Winston.

While only five per cent of the Montgomery County teachers had less than two years' college training, 52.5 per cent of the entire Alabama teaching force had spent less than two years in higher institutions; 39.3 per cent had from two to four years and 8.2 per cent more than four years' training.

For Alabama's Children

Since his nomination in the first primary John A. Keller, Alabama's next superintendent of schools not only has been at work on plans for the reorganization of the state school administration but he has been laying the ground-work for an educational program which will extend over the four years of his administration.

Convinced that if education is to advance in Alabama we must raise the standard of the state's teachers, he is determined to demand more of teachers and to raise the standard of salaries so as to attract and to hold better teaching talent. He hopes also to establish a minimum seven months' school term immediately and to work toward a minimum of eight months.

One does not have to be in accord with Mr. Keller's viewpoint to be impressed with the plans he is making and to be convinced that his sincerity of purpose and his determination in all probability will go far toward bringing success to any program which he undertakes.

A great many teachers in Alabama have been working for years at salaries far below the worth of their services. A great many others have been forced to give up the calling of their choice and have gone into other fields.

When one considers that more than half the teachers in the school systems of Alabama are paid less than $65 a month he can not fail to marvel at the progress which education has made. It is little wonder that Mr. Keller is devoting much of his time and thought to this problem.

The children of Alabama deserve something better than a school system which rests upon a foundation of $65 a month teachers.

Arkansas.

Education - 1934

Teachers' Salaries.

WAGES OF NEGRO TEACHERS AVERAGE $291 A YEAR

MENA, Ark. (FP).—White teachers in Arkansas receive an average yearly pay of $523, according to the Commonwealth College research department. Colored teachers get an average of $291 a year. Over 1,000 schools failed to open in the state this past year.

Florida

Education - 1934

Teachers' Salaries.

MIAMI, FLA.
HERALD

JUN 5 1934

$300,000 IN A GULP

THAT the counties of Florida have been holding out on salaries for negro school teachers is a matter long of general knowledge, but only lately reported in specific instances by State Superintendent W. S. Cawthon.

In the last school year, these counties have diverted nearly $300,000 from the proper payment of negro teachers and have used it for their own esoteric purposes. This is money provided by the state, apportioned on the teacher-unit basis of one teacher and 30 pupils. Where counties report more negroes than actually attend, or pay the teachers less than is actually provided, they simply cheat on the purposes of the state school law.

Dade county is not in this category. This county not only pays its negro teachers higher than any other, $704 a year, but pays from its own tax receipts as great a proportion of its other school costs as any in Florida. But in the small counties, especially in that northern tier where education still is so much a matter of chance, the school boards have certainly made hay while the educational sun was shining this last year.

To have done away with $300,000 in money which came out of the pockets of the taxpayers of the large counties is not in itself a vital offense. But for Florida to have a school system in which that much money from only one source can sift away and never leave a mark on the educational pattern is indeed a serious matter. If that much can evaporate in the single item of salaries for negro teachers, how much more, one wonders, is being diverted into illegal channels in those counties where schooling is looked upon as little more than an invention to disturb the normal course of living?

We have learned in some counties that teachers are required to "kick back" a part of their salaries to school superintendents and school board members granting them their jobs. We have seen many other instances of corruption in certain parts of our school system. Yet this is the system which now insists that it be "watered" with nearly $3,000,000 more a year, because local people are not willing to pay their taxes.

Small wonder they want more money from the state, which in turn takes it from the large counties. Money so acquired has been like manna from above to many of these counties, to be played with as their officials please. Now they want more, because they have had such a good time with what was previously given them.

We suggest that before any more money is turned into the state common school channels, there be a more exact method of accounting set up, and a more definite check placed upon local school officials. We do not need such a check in Dade, but obviously it is needed somewhere in a county school system that can blandly "gulp" $300,000 in one season and not leave a trace of where it went.

Education-U.S.A. General.

Teachers' Salaries.

RURAL TEACHERS ARE PAID $388 PER YEAR

NEW YORK—A marked difference in the average salaries of colored and white teachers in rural schools throughout the country is set forth in a recently published pamphlet, Cchools and the Crisis.

Some of the facts disclosed in the pamphlet, Schools and the Crisis. ers' Research Council of New York City, follow:

Some 2,000 rural schools in 24 states did not open in 1933; 20,000 schools were closed by April 1, 1934;

2,280,000 children of school age are not in school;

25,000 teachers have been fired while a million more children have been added to overcrowded schools;

250,000 qualified teachers are now jobless, of whom some never had positions; payless paydays have cost teachers more than $40,000,000 in unpaid salaries; teachers' cash salaries averaged less than $1,000 in 1933-34;

Colored teachers' salaries averaged $388 in 1930.

The council attributes these conditions to the tax delinquencies of financial interests.

NORFOLK, VA.
VIRGINIAN PILOT

MAY 10 1934

The School Salary Issue

The School Board's resolution requesting authority from the council to authorize the use of the city's share of the State's $1,000,000 supplementary school appropriation (estimated at $131,000) to restore part of the 15 to 32 per cent salary cuts suffered by teachers and other school employes since January, 1932, raises an important question of fact as well as an important question of procedure.

The question of fact is whether this supplementary appropriation which was made by the Legislature, to quote the Cather-Layman act, "for the maintenance of public free schools" must be used by the localities to increase the sums otherwise made available for schools by State and local appropriations, or may, where the minimum term and salary standards are already provided for, be used for other purposes. The School Board's resolution seems to suggest that it is the opinion of the board that the $131,000 coming to Norfolk can not be used for other than school purposes without violence to the Legislature's intentions.

There is nothing in the record of the Legislature, nor in Governor Peery's February 7 address on "Public Schools and Taxation" nor in the Cather-Layman act itself, to support that view. On the contrary, the burden of Governor Peery's argument for the special $1,000,000 appropriation was that it would insure for every public school in Virginia a minimum school term of eight months and alleviate the difficult situation obtaining in those localities where, but for this extra help, either school terms would have to be curtailed or property would have to be sacrificed by foreclosures to compel the payment of delinquent taxes with which to support minimum school terms. In none of these acts or pronouncements is there any intimation that the supplementary school money can not be used for other than school purposes (by the device of curtailing the ordinary school appropriation in equal amount) in localities where none of the school deficiencies exist which the Cather-Layman act was designed to correct.

The question of procedure is whether the council should at this time make a definite decision concerning the disposition of the city's portion of the new money—either by earmarking it for school salary increases or other school purposes, or by definitely withdrawing it from such employment and converting it into the general fund to be used for municipal purposes more general or more urgent.

The present, the Virginian-Pilot believes, is not the proper time for such a decision. How much the city is justified, all circumstances considered, in appropriating to school purposes is a budget question to be answered wisely only at the time when all other budget questions are considered, and the time for constructing the 1935 budget is still several months off. In September, when the council ordinarily attacks the yearly budget problem, the financial picture may be materially different from that obtaining now. It may be more difficult, in which case the council would be justified in using the new money to meet the demands of greatest urgency in whatever department of the city's operations they may arise. It may be so improved as to make possible the employment of part or all of this money in improving the school system. No good purpose can be served by the council in attempting in May to foresee what the situation will be in September or October, and to make now irrevocable commitments on the basis of such an act of clairvoyance.

When the time comes to consider finally the disposition of the new money, the council might properly inquire into the question of whether the employes of the school system were disproportionately cut in the course of the several wage reductions as compared with other employes of the city, and to what extent, as the result of such discrimination, they are entitled to wage increases at this time which should be denied to other workers on the city payroll. It will also be in order, we think, for the council to inquire into the necessity of employing some of the new money in reducing the excess teacher-load now averaging some 20 per cent in the white high schools and from 60 to 100 per cent in the colored high school, and in providing standard instruction for the colored pupils in the elementary schools who are now on a part-time instructional basis—a group that comprises from 20 to 25 per cent of the entire colored grade-school enrollment. One of the first charges against a special appropriation designed to insure standard school facilities in every locality, would seem to be a sufficient amount to relieve teachers burdened with too many pupils (which means hiring more teachers to share the load) and to put an end to part-time instruction throughout the city school system.

But these are questions to be considered when the time arrives for making up the new municipal budget. Primarily, they are questions for the School Board, but the council upon whom devolves the duty of making the best use of the people's hard-earned tax-dollars, can not fail to take note of the answer to these questions in determining the disposition of any supplementary moneys that may come into its hands.

Education—1934

Georgia

Teachers' Salaries.

STATE EDUCATORS MEET IN ATLANTA

Collins Advocates Higher Salaries and Better Training For Georgia Teachers

ATLANTA, April 12 (AP)—Members of the Georgia Education association gathered here for their 69th annual convention. tonight heard addresses by Miss Jessie Gray of Philadelphia president of the national association M. D. Collins, state superintendent of schools, and M. R. Little of Louisville, president of the state association.

Allocation of state funds for education was advocated by Euperintendent Collins as the best means of securing adequate revenue for the schools of Georgia. He said that "allocated funds have been more certain, have suffered smaller reductions, and have been paid more promptly."

"Even though we may flatter ourselves into believing that we have gotten greater educational returns for our small investment in education than any other state in the Union," Collins said "we are forced to admit what the records show, viz.: That Georgia from all sources, state and local has made a smaller per capita investment in education than any state in the Union and that the investment has been too small and entire inadequate."

He paid tribute to the loyalty of Georgia's teachers and superintendents, saying that many had worked without hope of pay, others had taught at starvation wages, and that nearly all had suffered pay cuts. He urged increase in the teachers' pay to comply with the higher price level.

Teachers Need Training

"Two years of college or normal training above the high school should be required for every teaching position and an annual salary justifying same should be paid," the state school superintendent continued.

"Since the year 1930-31 the average annual salary paid Georgia teachers has decreased from $687.40 to $603.18. This, of course, means that while this is the average there are many, if not most of the teachears in the state, who receive less than this amount, there are many white teachers in rural schools receiving only two hundred dollars per year."

He reported that there are 905 white and 2,747 colored teachers who haven't enough training to obtain state certificates. He also said that there are 5,134 white and 4,546 colored teachers in Georgia with less than two years of college training. There are 20,438 teachers and superintendents in Georgia.

Attendance of children at public schools has increased 10 per cent since 1926, Collins added. He said too, that since 1930 the average length of the term for white schools has been shortened by 17 days and for Negro schools by 20 days.

Miss Allie Mann, of Atlanta, was nominated without opposition for president of the association. Dr. S. V. Sanford, president of the University of Georgia, was presented, for the vice presidency and no one was offered in opposition.

J. Harold Saxon, of Quitman, and Perry Westbrook, of Haddock, are the two nominees for the post of treasurer. Knox Walker, of Fulton county; Joe Jenkins, of Vienna, and D. Donaldson, of Roberta, were nominated for one position on the board of directors.

Education - 1934

Teachers' Salaries.

Illinois.

CHICAGO, ILL.
TRIBUNE

FEB 16 1934

SENATE PASSES TEACHERS' PAY AND FAIR BILLS

Enabling Acts Are Facing Delay in House.

BY PERCY WOOD.
[Chicago Tribune Press Service.]

Springfield, Ill., Feb. 15.—[Special.]—World's Fair enabling acts and legislation which will expedite payment of Chicago school teachers passed the state senate today, but later action dimmed the prospect that the Exposition bills will be approved by the house next week. One representative, a Chicago Negro, threw the stumbling block.

The question of equal rights for colored people at the reopening of the Fair was injected into both houses yesterday. Today, the sole Negro member of the upper chamber, Adelbert H. Roberts [Rep., Chicago], recanted and cast the 34th or deciding vote for the Fair bills although he said it "pained" him to do so.

Action Is Blocked.

Then, as efforts were made to advance the senate bills in the house, and thus clear the way for their approval next Wednesday, another Negro, Representative Harris B. Gaines [Rep., Chicago] raised a parliamentary point and stopped the proceedings. As a result the legislation may drag into a third week.

Contracts totaling millions of dollars will be held up in the meantime.

"It is extremely unfortunate that Mr. Gaines took the action he did," commented Attorney Sidney Gorham of Chicago, who brought the Fair legislation to the assembly. "At this time when A Century of Progress is striving so hard to start work for reopening, a monkey wrench of this sort can benefit no one."

This fact was brought home to Gaines a short while after he stopped advancement of the senate bills and he seemed willing to change his mind, but it was then too late.

Has Change of Heart.

His change of heart was influenced by Senator Dan Serritella, Republican boss of Chicago's first senatorial district. Gaines also represents the First district and it was reported that when Serritella learned of Gaines' recalcitrance, a few hot words developed and Gaines appeared willing to withdraw his objections. This wasn't possible, however, because Speaker Roe refused to reconvene the house once action had been taken. If he had, two records of action would have appeared which might have harmed the validity of the legislation.

So the senate bills remained on first reading in the house. If no serious opposition develops they can be sent to second reading next Tuesday and to third on Wednesday. But Thursday is Washingfton's birthday and while the plans were to hold the house for a post-midnight session early Thursday morning, there was some doubt that 102 votes could be mustered at this hour. Since the legislation carries an emergency clause, it must be passed by a two-thirds vote.

Contracts Are Delayed.

But if 102 votes cannot be obtained next week, the bills will drag into a third week and such contracts as the one authorizing the million dollar Ford exhibit at the Fair will be further delayed.

Roberts and Gaines insisted yesterday that members of their race had received unfair treatment at A Century of Progress last summer. They wanted the enabling acts amended so that concessionaires discriminating against Negroes should have their contracts revoked. Charles J. Jenkins [Rep., Chicago], another Negro member, had a similar view.

But today when the bills were called in the senate by Roy C. Woods [Rep., Chicago] no direct opposition developed. There was much disorder in the chamber and several members reported to harbor grievances against the Fair because they weren't given as many passes as they wished last summer sat silent in their seats on the first roll call. Only one member asked a temporary delay. This was Senator P. J. Carroll [Dem., Chicago], who thought the board of education bills should have first chance. Since it was the plan to call those bills next, Lieut. Gov. Donovan allowed Woods to proceed.

Announces His Support.

When 33 votes had been tallied, one short of the two-thirds necessary, Senator Roberts arose and in the quiet chamber explained that while he felt his people had not been fairly treated last summer—some, he insisted, had had "cruel" treatment—he would not stop the passage in the hopes that the bill could be amended in the house.

Six more votes came in before roll call closed and the bills were then sent to the house, where Gaines stopped their progress. His parliamentary point was that a quorum of 77 members was not present. Since only seven were in their seats, Speaker Roe was forced to deny the motion of Representative Raymond T. O'Keefe to advance the bills.

Meanwhile the senate, upon the urgings of Harold G. Ward [Dem., Chicago], passed the six bills of the Chicago school program which would allow the board to pledge the federal government property which it does not use for educational purposes behind a 42 million dollar bond issue it seeks to dispose of to the RFC. If the loan is made, the 25 million dollars owed teachers and other employés for back salaries can be paid and the board put upon a sound financial basis.

All for Teachers' Bills.

No opposition developed when these bills were called. The program swam through, 38 to 0. The only question raised was whether the bills would really end Chicago's education difficulties. Senator Ward said that if the plan went through all salaries would be paid and this seemed to satisfy the membership.

Attorney Ralph Condee of the board of education was elated over the success of the program and made plans to have Representative Adamowski handle the bills in the house next week.

Before the senate adjourned an incident not wholly explained occurred. Senator Joseph Mendel [Dem., Chicago] introduced a resolution asking that a committee of five be appointed to investigate "any improper conduct" at A Century of Progress. His resolution mentioned the necessity of "wholesome entertainment" and "good food."

"But wait a moment," said James J. Barbour [Rep., Evanston] after Mendel had asked that the resolution be adopted immediately. "This Fair doesn't start until June 1 and now we are being asked, in the middle of February, to appoint a committee to investigate it."

The senate then voted to have the resolution printed for consideration next week.

Sanitary Bills Introduced.

Before the Fair bills were brought up, Majority Leader R. V. Graham [Dem., Chicago] introduced five bills in behalf of the sanitary district of Chicago and had them advanced to second reading. All of the measures relate to the 42 million dollar grant given the district by the federal government so that it could construct sewage treatment works required by the United States Supreme court.

Teachers' Salaries.

CHARLOTTE, N. C.
OBSERVER

APR 13 1934

BRANDED AS FALSE.

GUY B. PHILLIPS, president of the North Carolina Teachers' Association, brands as false the statement that has been moving around over the State to the effect that school teachers in North Carolina are being paid more than those of other States.

A bulletin issued by the organization is used by PRESIDENT PHILLIPS to correct such a misleading assertion, that organ showing that according to the figures of the State School Commission, $11,501,216 has been allotted to teachers, $9,106,887 to white teachers and $2,394,329 to negro teachers. The number of teachers allotted in the State is 23,077, or 16,528 white and 6,549 negro. By a simple process of division it is found that the teachers receive an average of $498 a year, $550 for white and $365 for negro teachers. Figured further, the bulletin points out, the teachers get $41.50 a month, or $1.36 a day, on the 12 months basis.

Figures for all of the other States with which to compare North Carolina are not available, but PRESIDENT PHILLIPS has drawn the contrast between the salaries of teachers in this and 28 other States which fails to show up North Carolina in a wholesome or satisfactory light.

That compilation follows:

North Carolina, $498; Alabama, $520; Arkansas, $440; Connecticut, $1,580; Delaware, $1,413; Florida, $800; Illinois, $1,000; Indiana, $1,100; Iowa, $547; Maryland, 10 per cent cut; Massachusetts, $1,838; Michigan, $994.35; Minnesoto, $500 to $900; Mississippi, $406; Nevada, $920 to $1,200; New Mexico, $400; Ohio, $792 to $1,642; Oklahoma, $630; Pennsylvania, slight reduction; Rhode Island, $1,680; South Carolina, $462 plus supplements; South Dakota, $495 to $1,033; Texas, $722; Utah, $950; Vermont, $797; Virginia, $601; West Virginia, $600 to $1,026; Wyoming, $600 to $1,200.

North Carolina will be obliged, just as quickly as it can find the resources and revenues, to make plans for lifting the salaries of its school teachers.

A long delay in correcting the present inequities will tend seriously to disrupt the very efficient teaching force that has been built up through the years, while, in the meantime, the abler young men and women graduating from colleges and universities and eager to teach will not be applying for positions in the schools of the State which pay so poorly.

CONCORD, N. C.
TRIBUNE

APR 14 1934

THE MATTER OF TEACHERS' SALARIES.

The report has been going the rounds over North Carolina that "no state in the nation is paying the teachers as much as they are paid in North Carolina."

This statement has been branded as false and the proof given by Guy B. Phillips, superintendent of the Greensboro city schools, and president of the N. C. Education Association in a bulletin issued by the public relations committee of the association, of which he was former chairman.

In North Carolina, the bulletin shows, on figures of the State school commission, $11,501,216 has been allotted to teachers, $9,106,887 to white teachers and $2,394,329 to negro teachers. The number of teachers allotted in the State is 23,077, or 16,528 white and 6,549 negro. By a simple process of division, it is found that the teachers receive an average of $498 a year, $550 for white and $365 for negro teachers. Figured further, the bulletin points out, the teachers get $41.50 a month, or $1.36 a day, on the 12 months basis.

Figures will not be available entirely accurately until after the year has ended and they can be compiled, but the appropriations for teachers salaries are taken as a basis, and with the funds the federal government is now adding, the assumption is that they will be paid on that basis for the entire length of term. With that and other slight inaccuracies in mind, figures for 28 states have been gathered and are given as follows:

North Carolina, $498; Alabama, $520; Arkansas, $440; Connecticut, $1,580; Delaware, $1,413; Florida, $800; Illinois, $1,000; Indiana, $1,100; Iowa, $547; Maryland, 10 per cent. cut; Massachusetts, $1,838; Michigan, $994.35; Minnesota, $500 to $900; Mississippi, $406; Nevada, $920 to $1,200; New Mexico, $400; Ohio, $792 to $1,642; Oklahoma, $630; Pennsylvania, slight reduction; Rhode Island, $1,680; South Carolina, $462 plus supplements; South Dakota, $495 to $1,033; Texas, $722; Utah, $950; Vermont, $797; Virginia, $601; West Virginia, $600 to $1,026; Wyoming, $600 to $1,200.

Winston Salem, N. C.
JOURNAL

JUN 21 1934

Wants Good Teachers But Doesn't Want to Pay More

To the Editor of The Journal:

I'd like to be on a grassy slope a basking in the sun, with all the—work I have to do—done.

I'd like to be on the ocean blue a sailing in a boat, with all the letters I have to write—wrote.

Yes, I would, but as long as legislatures fail to protect us, we will have to work to protect ourselves. All manner of tales are broadcast. One woman was told that unless she voted for this tax all the teachers would leave town and the schools would close.

Some of our best teachers have gone, others may go, but there are plenty of as good fish in the sea as have been lost—right here at home.

"Vote this tax on the big man; he will have most to pay." The "big" man has most of his money in nontaxable bonds—he pays none of it.

How many saleswomen and office help are working six days a week, sometimes until 9 at night, on less than teachers get? Many of these have heavy expenses at home. There is no tax voted for them. "Teachers should get as much as common laborers." Sure they should, and more. The United States brain trust fixes labor wages and provides the cash to pay it. Why should they not take care of the teachers?

We are going to be taxed to pay all that back some time. United States Congress voted that on us, but in this we have a chance to save our face.

Negroes, I am told, were registered by the score with no questions asked except name, age and residence. Most Negroes have enough sense to know if they lay too much burden on property owners; very soon nobody will be able to employ help—then where will the jobs be at any price? How many who are for this tax own property or pay any tax at all? If you do not, ask your neighbor about his.

Chickens come home to roost and this tax rooster will wake you up some morning when you can't pay for your breakfast.

—MRS. J. E. SILLS.
Winston-Salem, N. C.
June 20, 1934.

Education - 1934

Teachers' Salaries.

South Carolina.

Negro Teachers Salary Before State Officials

SPARTANBURG, S. C.
JOURNAL

MAR 25 1934

OFFICRS PALMETTO STATE TEACHERS' ASSOCIATION CONFER WITH STATE OFFICIALS ON SALARIES OF NEGRO TEACHERS

A[illegible]almetto Leader goes to pre[illegible]h-committee of the Executiv[illegible]ttee of the Palmetto State [illegible]s' Association is in conferenc[illegible]tate officials regarding the [illegible] low salary schedule unde[illegible] Negro teachers have had to work this year. Teachers holding First Grade Certificates have been paid, according to this schedule, only $37.50 per month. Many of these teachers with academic and professional training meet the highest standards set by the State. In working for a more equitable salary schedule, the committee is submitting data setting forth the plight of the Negro teacher in the education of Negro children in South Carolina.

Consolidation of schools and extension of school terms, especially in small towns and rural communities, under recent Federal allotments, are among the subjects taken up in the conference.

Committee members attending the conference today are: C. A. Johnson, Chairman of the Executive Committee; J. P. Burgess, Executive Secretary; H. H. Butler, President of the Association; S. L. Finley, J. S. Shanklin, and J. L. Cain.

HOW DO TEACHERS LIVE?

(Asheville Times.)

Figures usually make dull reading but sometimes they are absolutely necessary to the telling of a story. A little study of the figures relating to the city schools of Asheville is all that is necessary for those who would like to discover where the burden of keeping these schools going has fallen this year.

Last year the average salary of white teachers the city schools was $1,671. This year it is $701.

Last year the maximum salary of white teachers was $1,600. This year it is $720.

Last year the minimum salary of white teachers was $900. This year it is $520.

Last year the maximum salary of white principals was $3,200. This year it is $1,568.

Last year the average salary of white principals was $2,211. This year it is $1,278.

Last year the minimum salary of white principals was $2,000. This year it is $1,040.

To receive the maximum salary of $720 a white teacher must have had four years of college education or the equivalent and eight years of teaching experience.

The pay of a white teacher drawing the maximum salary for the year of $720 averages $13.85 per week for the year.

We are told that in Asheville colored nurse-naids, some of whom have only sense enough to come in out of the rain, get from $3 to $6 a week and their board.

Teachers have to eat as best they can out of their $13.85. There out to be a great story in how they manage it.

Education - 1934

Tennessee

Teachers' Salaries.

MEMPHIS, TENN.
PRESS SCIMITAR

JUN 29 1934

RID SCHOOLS OF POLITICS' LEADER ASKS

Henderson County Educator Would Hire Teachers On Ability Only

URGES HIKE IN WAGES

Would Pay White and Negro Teachers on Same Scale Where Equally Able

By ADA GILKEY
Press-Scimitar Staff Writer

Hire teachers on the basis of qualification only.

Increase high school teachers' pay.

Eliminate corrupt politics from the schools.

Give white and negro teachers equal pay where they are equally qualified.

These and other changes in the present set-up of schools were advocated today by G. Tillman Stewart, Lexington, 27-year-old superintendent of Henderson County schools.

Mr. Stewart, captain of the track team at University of Tennessee in 1930, a graduate of that institution the same year and superintendent of Henderson County schools for three years, is chairman of the two-day conference of West Tennessee superintendents of city and county schools that got under way today at State Teachers College.

Ideas Find Favor

Mr. Stewart emphasized that he expressed his own personal opinions and not those of the body when he discussed teacher qualifications, etc., but most of his ideas found favor in the eyes of other superintendents.

Majority of the superintendents agreed that elimination of rules barring married women from teaching would be a step forward.

"The married woman should not be barred from the schools if she is properly qualified and household duties do not occupy her time," Mr. Stewart declared. "In some instances married women, because they are more settled, make the better teachers. Her ability to teach should decide the question."

"What are the schools for, anyway—to give jobs to this person or that, or to educate our children?" Supt. R. L. Jones of the Memphis schools, which have such a rule, spoke up. "The one who is best qualified to render service should be intrusted with the job. Some married women and some single women give excellent service. Some married women and some single women do not render good service, and these should be eliminated. Select men or women, single or married, whoever is best qualified to teach.

Supt. C. B. Ijams, Jackson, was one of the few differing with these two superintendents.

"It is my opinion that a married woman should be employed in the schools only if she is the bread-winner of the family," he said. "Married women have taken too many positions that have put men out of work and helped to create the present economic situation."

Discussion waxed lively when Mr. Stewart propounded the next question of the open forum: "How many have the rule that forbids teachers outside of the county from teaching in the county?"

"Unwritten Law"

All said they had such a rule, or an "unwritten law" to the effect that home jobs should be given to home people. Majority, however, said that here again qualification, not residence, should be taken into consideration.

"Of course, the economic side has to be considered and the superintendent is urged to give home folks the places," Supt. Jones said.

"Economic pressure has hurt schools in localizing and restricting employment more than any other one thing, I suppose. Florida, for instance, has barred all teachers who haven't lived in that state two years—and who is going to Florida for two years to get a license to get a school if he can? Montana also has adopted this rule. And some communities have gone so far as to employ home girls, whether they are well qualified or not."

Big Surplus

"We have a big surplus of certified teachers but not half enough qualified teachers," Mr. Stewart said. "In Henderson, for instance, there are 550 applications for 172 available places. But dare to hire the best-qualified teachers, regardless of pull and pressure, and you will be doubly repaid by results.

"Personally, I'm not interested in a teacher's politics or religious affiliations but in his or her merit and ability to teach. In my own, a Republican county, the superintendent and members of the board are Republicans, but 60 per cent of the teachers are Democrats.

"We'll never have a standard education course till we can take politics and personal pull out of education. Drive the corrupt politicians out of the schools. Politics is the science of government and the school is the place to teach it, but it is the corrupt politicians who have played havoc with the schools. If you take the freedom of the boys and girls of your own county to use for your own personal benefit that makes you incompetent. The superintendency should not be regarded as a job-agency."

Mr. Stewart said he favored summer schools but elimination of "diploma mills."

Visiting superintendents were the guests of Dr. J. W. Brister, of State Teachers College, at luncheon in the college dining room. They will have a supper on the college lawn tonight with students and faculty. The conference closes at noon tomorrow.

Education - 1934

Virginia.

Teachers' Salaries.

Colored Teachers Suffer Injustice In Salary Rates, Reports Disclose

By THOMAS L. DABNEY

Six of the twenty-five Negroes, who were members of the Constitutional Convention of Virginia which met in Richmond on December 3, 1867, and which among other things provided for the establishment of the free public schools of the state, were from Tidewater. Dr. Thomas Bayne, who represented Norfolk, and George Teamoch, who represented Norfolk County and Portsmouth, were both later members of the General Assembly which carried out the mandates of the Constitutional Convention. There were 27 Negroes in this Assembly.

Although Negroes gave their unstinted support to the establishment of the schools and by a majority favored mixed schools rather than a more costly bi-racial system, a compilation of data on the deevlopment of the schools in the state shows that the advantages of education have been better four to one for white children than for colored children.

Back in 1910-11 the per capita cost of instruction of all colored children in Norfolk was $6.47 and for the white children $18.07. While the per capita cost of instruction of all colored children had advanced to $29.26 by the 1930-31 session, that for white children had also risen to $53.87. Last term the figures had decreased for both, being $21.15 for colored and $38.91 for whites.

A similar situation existed in Portsmouth, where the figures were $23.69 for colored and $49.47 or more than twice as much for the whites. Last year the expenditures were $20.16 for colored children and $42.08 for white children.

In both Norfolk and Portsmouth the per capita cost of instruction of all coolred children was scarcely more than a third of that for the white children in 1910-11. By 1930-31, or twenty years later the figure for colored children was slightly more than half of that for the whites in Norfolk but less than half for the white children in Portsmouth. If the advance in the cost of instruction for both races continues at the same rate as for the past twenty-three years, it will take at least 75 years for the col ored children to gain equality with the whites in this one item of expense.

Injustice In Pay

There is also a wild disparity in the expenditure for colored and white teachers. In 1910-11 the average annual salary of all colored teachers was $286.97 in Norfolk and $330.24 in Portsmouth. Last term it was -33 for Norfolk and Portsmouth.

Comparing the 1932-33 figures for the colored and white teachers we find that the colored in Norfolk received on the average $839 and the whites $1,127. For Portsmouth the figures were $897 for colored and $1,445 for the whites. Last year the colored teachers in Norfolk received as low as $64 a month or $640 annually.

For the 1932-33 session in Norfolk the minimum of white high school teachers was higher than the maximum salary for colored high school teachers. For the male teachers the maximum salary was $1,024 for colored and the minimum salary was $1,350 for whites. For female teachers the figures respectively were $940 for colored and $1,080 for whites.

For the same session in Portsmouth for high school teachers the figures were $1,170 for colored males and $1,400 for white males. The figures for the females were $1,050 for the colored and $1,150 for the whites.

Education - 1934

Virginia

Teachers' Salaries.

Over 60 Percent of Colored FERA Teachers Held to $25 Maximum In State Capital

RICHMOND, Va.—A system by which the salaries of colored teachers working under the Federal Educational Relief Administration are kept in most instances at a maximum of $25 per month was exposed here last week by the Journal and Guide.

Most of the colored teachers employed in Armstrong Night School, one-half hours per night.

Most of the white classes run for from three to four and in some instances to five hours, which allows the white teachers to draw a decent "relief" salary. Colored students of all ages are expected to come from all sections of the city to attend the one and one-half hour sessions in Armstrong.

Figures Refused At First

School officials at first flatly refused to give out the figures, informing the Guide that the records were "confidential between the teacher and the superintendent." Considerable pressure brought to bear by the local office of the Guide, however, finally elicited the statement as to the number of hours the persons were working and the salaries they were receiving.

One significant fact, however, about the statement is that it does not tally with the statement seen in the office of the director of the project by a Journal and Guide reporter. The total amount paid out according to the pay sheet seen by the reporter was more than $4,000, but the statement issued by the director carries a total of only $3,385.

It has been considerably pointed out by officials in charge of the project that the hourly rate paid colored teachers is higher than that paid white teachers. No attempt was made to justify their limiting colored classes to one and one-half hours while white classes are twice as long, or longer.

Whites Paid $125

It will be noted from the accompanying table that two white teachers draw "relief" salaries of $125.00 per month, one a salary of $110.0; nine, $100.00; eleven, $90.00; one, $85.00; and "one", $75.00 whether or not this $75.00 teacher exists actually is a matter of speculation.

One colored teacher draws $75, one $70.00, one $50.00, one $40 and four, $60.00. The other 20 draw $25.00 per month each. It will also be noted that colored teachers drawing $60.00 per month are doing the same work and working the same hours as those white teachers drawing salaries amounting to $90.00 per month.

It will be further noted from a study of the table that colored teachers working 45 hours per month draw salaries of $40 and $50, while white teachers working 72 hours draw salaries of $90 per month. If the reporter's eyes did not play tricks on him, the list of white teachers on the pay sheet seen in Mr. Locker's office was considerably longer than that contained in the statement herewith published.

Could Not Copy Sheet

The Guide reporter had been permitted to see the pay sheet in Mr. Locker's office, but was denied the opportunity of copying information contained thereon. The information given, is only that which school officials saw fit to give out.

The rates by the hour was not known by school officials when the information was first requested by the Journal and Guide. The Guide was informed that the salaries were based on the salaries received in the locality by white and colored teachers.

The hourly rates being paid the different classes of teachers have been worked out since the information was requested.

The payroll of the Richmond, Va., Emergency Educational projects dated January 10, 1934, read as follows:

WHITE

	Salary	Hours	Rate Per Hr.
1.	$ 90.00	90	$1.00
2.	90.00	90	1.00
3.	90.00	90	1.00
4.	90.00	90	1.00
5.	90.00	90	1.00
6.	100.00	110	.99
7.	90.00	90	1.00
8.	90.00	90	1.00
9.	90.00	90	1.00
10.	90.00	90	1.00
11.	100.00	135	.7-
12.	100.00	135	.7
13.	100.00	135	.74
14.	100.00	135	.74
15.	100.00	135	.74
16	100.00	155	.64
17.	100.00	135	.83
18.	110.00	135	.81
19.	85.00	135	.63
20.	100.00	135	.74
21.	125.00	130	.96
22.	90.00	72	1.25
23.	90.00	72	1.25
24.	75.00	110	.68
25.	125.00	130	.96
Total	$2,410.00	2789	

AVERAGE RATE ER HOUR—$.86

COLORED

	Salary	Hours	Rate Per Hr.
1.	$ 25.00	20	$1.25
2.	25.00	20	1.25
3.	25.00	20	1.25
4.	25.00	20	1.25
5.	25.00	20	1.25
6.	25.00	20	1.25
7.	25.00	20	1.25
8.	25.00	20	1.25
9.	25.00	20	1.25
10.	25.00	20	1.25
11.	25.00	20	1.25
12.	25.00	20	1.25
13.	25.00	20	1.25
14.	25.00	20	1.25
15.	25.00	20	1.25
16.	25.00	20	1.25
17.	25.00	20	1.25
18.	25.00	20	1.25
19.	25.00	20	1.25
20.	70.00	110	.64
21.	50.00	45	1.11
22.	25.00	20	1.25
23.	40.00	45	.89
24.	75.00	90	.83
25.	60.00	90	.67
26.	60.00	90	.67
27.	60.00	90	.67
28.	60.00	90	.67
Total	$975.00	1057	

AVERAGE RATE PER HOUR—$.92

Protests against the differential employed in the payment of colored and white teachers under the FERA,, were finally carried to H. H. McCanna, CWA administrator in Richmond, by the local Guide office, after subordinates evidenced indifference.

Couched in the letter, submitted to him at his request and voicing also the irregularities discovered in the administration of the property survey being conducted here with Federal funds, were protests against the salary disparity.

The letter questioned the supposition that there was a greater need for classes for whites, who have more advantages provided by the city and state, than for Negroes.

FERA teachers salary scales are based on prevailing rates of pay. The colored minimum is $600, less 1

Greatest Disparity In Pay of Races Found Among Teachers; White Minimum Exceeds Negro Maximum; Rural Teacher Worst Paid

Convicts Paid More Than Teachers —Washington

By THOMAS L. DABNEY
Journal and Guide Staff Writer

Governor Peery's recommendations to the General Assembly last week on the public school situation have no doubt aroused some interest among the Negro teachers of the state. His views seem to be more in harmony with those of the officials of the state department of education than retiring Governor Pollard's views.

Governor Pollard, in his final message to the legislators, recommended a restoration of 15 percent of the 30 percent cut imposed on the schools on account of the state's failing revenues. Governor Peery, however, recommended that the entire 30 per cent be restored. Meantime he recommended certain changes in revenue measures which are calculated to yield an additional $1,161,000 to the state.

Negro Teachers Suffered Most

Negro teachers have suffered more during the depression than any other group. To what extent they have been cut during the depression period is not known in definite figures. Whatever may be the exact situation, however, the public knows that they have always suffered in comparison with the white teachers in every section of the state. It is generally known also that Negro rural teachers are in a worse predicament than the city teachers.

In almost all local school systems there is no definite scale of pay for Negro teachers. This is unfortunate, for most school boards take advantage of this situation to cut the pay of new teachers entering the system. As a result Negro rural teachers especially seldom know what to expect in securing new positions.

The present movement for equal salaries for Negro and white teachers in Virginia was initiated to correct this condition. It was inaugurated in Buckingham County in 1930 and in 1931 a petition was drafted appealing to state authorities to establish a higher rate of pay for our teachers under the state board's equalization fund.

The state board had suggested a basic salary of $45 a month for Negro teachers and $60 for white teachers with increments of increase per month of $5 and $10 for Negroes and whites respectively for each year of professional training.

This open approval of the existing differential in the pay of Negro and white teachers caused the local teachers to extend their efforts to include the entire state. Within fifteen months without funds or state aid the committee handling the petition had secured over 2,000 signatures and by last August 2,571 teachers had signed the petition.

For obvious reasons rural and small town teachers manifested keener interest in the higher salary movement than teachers in the larger cities. However, considerable interest has been stimulated among urban teachers in the cause of the poorer paid rural teachers.

City teachers have always hesitated to identify themselves with rural teachers. Like the highly skilled and better paid crafts in the American Federation of Labor they have regarded themselves as a privileged class and as much better off than the poor country teachers.

Evidence of Valid Case

That Negro teachers have a valid case is attested by the fact that several prominent white and Negro educators of the state have expressed interest in the movement. Not one has denied the need for better pay for Negro teachers. Many have suggested, however, that the claims of the teachers should not be pressed during the depression.

It is encouraging to note that several county and some city superintendents favor a higher salary scale for Negro teachers when financial conditions will warrant it. No better authority for the program of higher salaries for our teachers can be cited than Booker T. Washington.

Speaking at the annual session of the Negro Organization Society in Norfolk, November 12, 1914, he said, "By reason of the poor salaries paid (Negro) teachers and the short length of school term, it would require 20 years for a Negro child, under present conditions, to complete a public school education.

Convicts Higher Paid

"In several of our southern states, first class Negro convicts earn $40 per month for 12 months in the year, while Negro school teachers receive about $25 per month for teaching four or five months a year. All of these conditions must be faced frankly in the interest of a higher and better civilization in the South."

The salary situation has improved much since 1914, however, and some credit for this is due our local superintendents. More credit, however, belongs to the parents who through local school improvement leagues raised funds to extend school terms and to supplement the low salaries of their teachers.

Negro teachers in rural schools were receiving such low salaries 25 years ago that the increases in recent years leave most of them still in poor circumstances. A few years ago a Negro lawyer then associated with the writer as a teacher in one of the five counties paying the lowest salaries to Negroes aptly summed up the present wage scale by the statement "I am making money practicing law and spending it teaching school."

Must Supplement Salary

Teachers are indeed lucky today if they have means of earning additional money while teaching. Forty years ago Negro teachers often taught in two schools in one session, but today the term is just long enough to prevent the majority from getting the best summer jobs. In fact many can't secure summer employment at all.

The over-supply of Negro teachers in recent years has produced anxiety and fear among them. Without adequate protection in law of organization, like other teachers, they have been compelled to accept low salaries or see others take their places at even lower salaries. Forty years ago the situation was entirely different. There was a dearth of Negro teachers in many localities. Today we are turning out teachers en masse similar to the rapid production of motor cars in Ford's factories.

Kept At Low Level

School officials in some instances are taking advantage of this condition to keep salaries at a low level. The writer has heard superintendents boast of the fact that they can employ teachers for less than they are paying those who have contracts. But Negro teachers are forced to accept such conditions because they are not properly protected.

Since the depression hit us with full force in 1931, Negro teachers have suffered drastic cuts in salaries. In some counties and cities a 20 percent cut has been imposed; in other localities there has been a reduction of from 10 to 15 percent.

The average annual salary of all Negro teachers in the state for the 1930-31 session was $552—$422 for the counties and $921 for the cities. In 1931-32 the average annual salary of all Negro teachers in the state was $528—400 for the counties and $911 for the cities.

$231 in Nelson County

A more accurate picture of the salary situation is obtained when we study the separate localities. The average annual salary of all Negro teachers for the 1931-32 session, for example, ranged from $231 in Nelson county to $784 in Arlington County. Other low salary counties were Grayson with $254, Buckingham with 262, and Highland with $267.

While city Negro teachers are better paid on the average than rural Negro teachers, the majority of them are still poorly paid. Naturally the smaller cities suffer in comparison with the larger ones. Their salaries for the t1931-32 session ranged from $558 in Radford to $1,078 in Richmond.

Next to Radford in the group of low salaried cities were Hopewell and Beuna Vista with average annual salaries for Negro teachers of $577 and $585 respectively. There were eleven cities in the state or nearly half the entire number which paid Negro teachers average annual salaries less than $700!

Further Reductions Imposed

The salaries of Negro teachers were further reduced in a number of localities during the 1932-33 session. In Alleghany county, for example, Negro teachers were cut 11 percent. The highest paid Negro teacher in the county was the principal of the Watson high school in Covington whose monthly salary was $75, and the lowest paid teachers, four in number, received the handsome monthly sum of $25.

In some localities the annual incomes of Negro teachers were reduced by the shortening of the school term. From all indications conditions in some counties and cities are worse this session than they were last session.

It is almost certain that many Negro rural schools will not share with white schools the high month term made possible by the action of the special session of the state legislature last summer. This is an important matter for Negro teachers because their annual income is conditioned in part by the length of the school term.

Term Conditions Salary

How important this is may best be shown by practical situations. In a certain county this session, for example, there are three Negro teachers holding collegiate professional certificates, each of whom is receiving only $45 a month. They will not earn $400 this session because their school does not have a nine month's term.

Another angle to this question of low salaries for Negro teachers is the rather large differential between the pay of Negro teachers and white teachers. School boards rigidly follow the well established custom of paying white teachers all the way from a third more to more than twice the sum paid to Negro teachers.

Commenting on this fact Dr. Scott Nearing, in his book entitled "Black America," pointed out that the greatest disparity between the pay of Negroes and whites is found in the disparity between the pay of Negro teachers and white teachers.

Negroes, $443; Whites, 1,140

The greatest differential between the pay of Negro teachers and white teachers for the 1931-32 session was found in Isle of Wight County where the average annual salary of all Negro teachers was $443 as compared to 1,140 for white teachers. Thus the figure for the white teachers was $697 more, or a differential of 157.3 percent.

The following counties had an average annual salary for white teachers for the 1931-32 session more than twice the average annual salary of all Negro teachers: Albemarle, Charlotte, Culpeper, Cumberland, Dinwiddie, Essex, Fluvanna, Grayson, Highland, Isle of Wight, James City, King George, Mathews, Nansemond, Nelson, Northampton, Pittsylvania, Powhatan, Prince Edward, Prince George, Princess Anne, Southampton, Surry, Sussex, Warren, and Warwick, or a total of 26.

A similar situation is found in the cities. In some instances the minimum salary of white teachers is as high or higher than the maximum salary paid to Negro teachers doing the same grade of work.

In Richmond, for example, for the 1931-32 session, the maximum salary of Negro elementary female teachers was $1,100 and the minimum salary of white female elementary teachers was $1,100.

Same Conditions in Norfolk

In Norfolk the identical situation obtained with respect to Negro and white elementary teachers. In Portsmouth the maximum salary of Negro female elementary teachers was $1,050 whereas the minimum salary for white female elementary teachers was $1,075. Suffolk had a maximum salary for Negro female elementary teachers of $675 and a minimum salary for white female elementary teachers of $841.

Other cities with a lower maximum salary for Negro female elementary teachers than the minimum salary for white female elementary teachers were Alexnadria, Beuna Vista, Clifton Forge, Danville, Fredericksburg, Hopewell, Martinsville, Radford, South Norfolk, Staunton, and Williamsburg.

As a matter of fact Fredericksburg and Williamsburg had minimum salaries for white female elementary teachers almost twice as much as their maximum salaries for Negro female elementary teachers.

COLORED PRINCIPALS GET SALARY BOOST

Pay Still Falls Below White Minimum

Richmond Bureau

RICHMOND, Va.—Another "little" step toward economic justice for school employees in Richmond was made here last week when the Richmond city school board adopted a resolution pursuant to a request recently lodged with the board by a committee of citizens for an increase of $200 annually in the salaries of colored principals.

According to the resolution adopted by the board, principals in schools of less than 20 teachers are awarded an increase of $100 for the first year's service and a $75 increase the second and third years. An increase of $100 is granted during the fourth and fifth years. These increases were formerly $75 annually during the whole course of five years.

The net result of the resolution is that the principals receive an increase of $100 instead of the $200 requested, in spite of the fact white elementary teachers receive salaries of $1,620. The maximum salary of principals in schools of not more than 20 teachers is now set at $1,950 whereas before it was $1,850.

Salaries of principals in schools of more than 20 teachers were $100 higher than those in the smaller schools, which ratio was allowed to remain. They receive $1,700 as a minimum and $2,050 as a maximum, the rates of increases being proportionate.

The net effect of the boards resolution on the whole is to raise the salaries of Negro principals in the smaller schools to within $250 of the minimum salary received by white principals in schools of the same size and the salaries of principals in the larger schools to within $150 of these white principals salaries.

The maximum for white principals in the elementary schools is $2,770 for the smaller schools and $2,900 for the larger ones.

The General Assembly Has a New Experience

THE Virginia General Assembly had a new, and we venture to say a startling experience for some of its members, when last week a group of students representing white and colored colleges in the state appeared before a joint committee on finance and appropriations to "protest all discrimination in educational opportunities and reward for service, and urged an equal minimum salary of $720 for all teachers regardless of race; equality of equipment and capital outlay between white and colored schools; and a provision for the payment of the tuition of colored students in institutions outside the state, since these colored students are not admitted to state supported graduate and professional schools."

Among the white colleges represented in the group were Sweetbriar, William and Mary, and Richmond College. Among the colored were Virginia State College and Virginia Union University. The students are members of the Student League for Industrial Democracy.

The incident may not have been productive of any immediate favorable action upon the protest lodged with the Assemblymen. That is not so important as the insight afforded into the social and political trends of the present generation of college students, or at least, of many of them. As the leadership of our state during the next generation will come from these students, it is refreshing to have our citizens, and especially this session of the Legislature, get a glimpse of what is in the offing.

We imagine that the Student League for Industrial Democracy represents a very definite minority of present day college students, but it is apparent that the group is sufficiently large to wield a wholesome leavening influence upon the output of all the colleges of both races. That is one of the most encouraging signs of the times.

It is the experience of this writer, as well as of many others, that any group of present day college students will listen to a properly considered and well-reasoned exposition of the social and political responsibilities of whites to blacks, and vice versa, with more patience, interest and understanding, and display a wider range of knowledge of the subject than any group of legislators, whether they be of the state or of the national law-making bodies.

Education - 1934

Tuskegee Institute, Comments on.

George G. Wright Tells Of Father's Early Aid To Tuskegee Institute

The following article appeared in a recent issue of the Tuskegee Messenger, telling interestingly of help given Dr. Washington by the prominent Wright and Campbell families in establishment of Tuskegee Institute:

EDITOR'S NOTE: It was in the mind of the editor that in connection with the anniversary of the passing of Dr. Washington our readers would be interested in a fresh account of the beginnings of his great work at Tuskegee. From previous contacts it was known that Mr. George C. Wright, insurance broker in the town of Tuskegee, was in possession of detailed and intimate information that would greatly enlarge the chapter on the historic beginning of the school, such as few now remaining in our community could supply. Mr. Wright's father known throughout the community as "Captain Wright" was the associate of Mr. George W. Campbell in the Tuskegee Railroad and the Macon County Bank. Mr. Campbell had married Mr. Wright's sister and were established between them bonds of cooperation and loyalty which persisted to the end of their lives. The son, George C. Wright, worked in the Macon County Bank as clerk from 1889 to 1914 and so was acquainted with all the detail of the business transactions between the bank and the school, during this period. Meanwhile Mr. Wright married Miss Caro Thomas of Chambers County, Alabama, whose father was chairman of the Committee on Education of the State Legislature, which recommended the passage of the bill establishing the Tuskegee State Normal School. It was only after persistent effort that Mr. Wright consented to the publication of the story which appears in this issue over his signature. The editor must be held responsible for whatever, if anything, might appear to be immodest in this narration of what are historical facts.

In the splendor of the great institution which has made the name of our town famous throughout the world, it is an easy matter to forget the humble beginnings of Tuskegee Institute and the rare combination of circumstances which led to its creation. The editor of The Messenger has asked me to give some account of those days, particularly of the activities of my father, who was associated with Mr. George W. Campbell, whose name is linked with that of Lewis Adams in the first steps toward founding the institution and in securing Booker Washington from Hampton Institute as the first Principal.

I was but a lad when the man who was afterwards to become famous throughout the world came to our community unknown and unexpected. It was the latter part of June when he arrived in the town, shortly after Mr. Campbell had wired to General Armstrong at Hampton that the man whom he recommended would be acceptable to the commissioners in charge of the project. Mr. Campbell was looking for him in the fall, about the regular time for the opening of the winter term. It was, therefore, something of a surprise when the stranger entered his office, and after inquiries, announced himself as Booker Washington, the principal for the new school.

My father, W. H. Wright, was associated with Mr. G. W. Campbell in the ownership, management and operation of the Tuskegee Railroad, and afterwards in the ownership and management of the Macon County Bank. He was known to his friends and associates as a man of quiet and retiring ways, but very energetic in everything that he undertook. He was the operating manager of the Tuskegee Railroad and handled the accounts of the bank with planters and the small farmers. The two men, besides being related to each other by marrigae, were entirely congenial in all their business operations and supported each other with the devotion of brothers.

On the day of his arrival, young Washington came up on the train from Chehaw turning his ticket over to my father, who, however, had not the least idea as to who he was. The depot was then at the old station under the hill, and alighting, the stranger made his way to the town and inquired for Mr. Campbell. He was sent to his office. I saw him when he came in. The bank had not then been started. A drug store stood on the corner at the present site of the Macon County Bank. I was about seventeen years old. Hearing his footsteps, I looked up and the stranger said, "Where is Mr. Camplied?" I replied, "you will find him in the back office—the gentleman with the white whiskers." I left the place. Later that night my father told me that the man was Booker T. Washington, the principal for the new school.

I said to father, "What did you do with him?" He replied, "I sent him to Lewis Adams to find a place for the school." That was about four o' clock in the afternoon.

From then on Booker Washington came to the office every day to see Mr. Campbell for advice, for help and frequently for money to be used in operating and developing the school.

The State Legislature in the bill providing for the establishment of a "Normal School for Colored Teachers at Tuskegee" made provisions only for teachers' salaries. It was the work of the new Principal to find a place for conducting the school and the means for operating expenses. Mr. Campbell, was from the beginning, both interested and sympathetic, but he never made any commitments until he had first talked matters over with my father and the two were always in hearty accord in the support that they gave to the new school.

But Mr. Campbell and my father came later into the picture. The story begins with the candidacy of Colonel Wilbur F. Foster for membership in the State Senate. Colonel Foster was then a bachelor lawyer in the town of Tuskegee and for years had been a planter out near Society Hill, some fifteen miles from Tuskegee. He was a man of fine culture who made an art of living. It was a part of the natural order of things that he should go to the State Legislature as senator from this district. That was in 1880 when Negroes were voting in the South without restriction and at that time there were several who were members of the State Legislature.

Lewis Adams was then the outstanding Negro citizen of this community. While a slave he had learned three trades—tinsmithing, harnessmaking and shoemaking. He had a shop on the square in partnership with a white man whose name was Lee and they did business at the point where R. W. Braswell's Dry Goods Store now stands. Colonel Foster went to Mr. Adams, who exerted a great influence among the members of his race in the town and county, with the declaration that he wanted to go to the Legislature as a representative of all the people, that he was not concerned about a political contest, and that he was as much interested in the welfare of the colored citizens as of the whites, and as senator, would do as much to further their interests as those of any other group, and would welcome any suggestion from the colored people as to what he could do to serve their interests while in office. Mr. Adams promptly responded that in his judgment the best thing that could be done would be the establishment of a normal school in the state for the training of colored teachers, so badly needed in the schools that were springing up on every side.

When the election came off Colonel Foster was sent to the Senate by the united support of both races. On the same ticket, Mr. A. L. Brooks was sent to the house as a representative from Macon County. Mr. Brooks had come from the North and settled in this community after the Civil War. On November 16, shortly after the opening of the Legislature, Representative Brooks, at the instance of Colonel Foster, introduced the bill appropriating the sum of $2000 to pay the salaries of teachers in a Normal School for Colored Teachers to be located at Tuskegee without other provision for lands, buildings, or operating expenses. The rule of the Legislature was, and still is, that all appropriation bills must originate in the House. For this reason, Mr. Brooks' name attaches to the bill.

Now the chairman of the Committee on Education in the Legislature was Representative W. C. Thomas of Chambers County. He and Col. Foster were friends of long standing and shared each others ideas in many things that came before the Legislature. The bill was promptly carried through the committee, returned to the House where it was passed on the 24th of November, 1880. It was passed by the senate on February 9, 1881, signed by the President of the Senate on February10, 1881, and "approved" by Governor R. W. Cobb on February 12; thus "Tuskegee State Normal School" came into existence.

The governor designated three commissioners to carry forward the project—Mr. T. B. Dryer, a wealthy merchant and planter who lived in the town, Mr. M. B. Swanson, another wealthy merchant of the town, and Mr. Lewis Adams, whose suggestion to Colonel Foster originated the proposal.

Mr. Dryer was the chairman of the Board of Commissioners. It happened that at the time Mr. Dryer's health was not good and several months passed without action being taken toward the establishment of the school. After a time the Tuskegee News in one of its editions carried an editorial asking what had become of the school. It seems that matters were held in abeyance because of Mr. Dryer's illness. Mr. Campbell, being interested in the project as a citizen of the community, spoke to Mr. Adams about the delay.

The matter was taken up with the other commissioners and steps were taken to secure a man to lead the undertaking. After corresponding with several institutions for the education of Negroes, including Fisk and Atlanta universities, the nomination of Booker Washington from Hampton Institute was accepted and he was invited to come to the state.

Before the work could be begun, even before the arrival of Washington, Mr. Dryer died, but the work of getting the school established was carried forward by the two remaining commissioners with the cooperation of Mr. Campbell, who was afterwards designated commissioner by the governor.

From the time of the arrival of the new Principal, my father cooperated with Mr. Campbell in all that concerned the institution. It was a real struggle from the very beginning. When the question rose as to a place in which to begin the school my father suggested that Mr. Washington should see Lewis Adams. After some consultation and negotiations, it was agreed that the Methodist Church on Zion Hill could be used for that purpose, and there the work began.

During the first year the work was limited to classroom activities, but a movement was started for purchasing some land and the erection of a building for boarding students and other activities. Eventually a piece of land on the edge of town was bought from Colonel Bowen, and before the year was over steps were taken to build Porter Hall, to which the school was transferred in the fall of 1882. Those were lean years. The build-

ing was put to use before it was completed. It was planned that the basement of the new building should be used as a dining hall for boarding students and teachers. While waiting for the part of the building to be finished the few boarding students ate their meals out of doors.

Mr. Washington engaged as a cook, Felix Brannum, an ex-slave, who made use of whatever came into his possession to keep the commissary running. Many were the times when night found him without anything for the next day's meals, and I have now in my possession several notes in hand from Felix Brannum given to me for monies which he borrowed for himself and used in part to buy food for the students and teachers of the school. On more than one occasion I have seen him with a wheelbarrow going about the stores of the town buying food for the next meal. There were times when he didn't even trouble to bring the shortage to the attention of the Principal. He assumed a certain personal responsibility for the operation of the dining hall, and took measures of his own to secure the necessary supplies. That is how he came afterwards to be so fond of the expression "Me and Booker." I never asked any other security than his own signature and I am happy to say that he never defaulted on a single one.

All the while Mr. Washington was himself coming to Mr. Campbell with requests for help. Money, of course, was the thing most often needed. At first the sums asked for were small, corresponding to the limited proportions of the work, but I remember his coming after several years, when I was myself a bookeeper in the bank and asking Mr. Campbell for $10,000. Mr. Campbell told him to come back again. At the close of the day when my father came in from the railroad, Mr. Campbell said to him, "Well, Washington wants $10,000. What shall we do about it?" My father said, "Let him have it, and more too, if he wants it." Meanwhile the new Principal was busily engaged in making those contacts throughout the North and East which later on were so fruitful in providing resources for the expansion of the school. He was frequently absent from the Institute on speaking trips that served to acquaint the people of the North with the struggles he was making in behalf of his race. He met with varying degrees of success, but always his mind went ahead of his resources and there was no certainty about the time of the arrival of needed funds. It was to bridge over emergencies, to make a payment on bills long overdue, the purchase of needed supplies, the payment of teachers' salaries or the making of some urgent repairs, without the monies in hand for the purpose that Campbell and Wright, owners of the railroad and of the bank responded to his calls for help.

There were times when freight bills remained unpaid for long periods; that is to say, the Tuskegee Railroad satisfied the claims of railroads against the Institute. I recall that once for a period of a year and a half, the Tuskegee Railroad paid all the freight bills for the school without reimbursement. Later on when I was taken into the bank as a bookkeeper, the obligations of the school to the bank amounted to as much as $65,000 and all the resources of the school were not sufficient to constitute an adequate security for the indebtedness, and there was no other security than the signature of the Principal. But that was enough.

It was in the face of this situation that Mr. Washington came into the office one day, when Mr. Campbell and my father were there absolutely necessary for him to have $30,000 and explained the need. It was not possible, Mr. Campbell said for the bank to advance that amount, but he did offer to go with him to Montgomery with a view to securing the needed sum there. They went, and with "Wright and Campbell" as security, $30,000 more was added to his credit.

As I remember the discussions surrounding these loans, I recall that these partners were moved by two considerations to give their support to Booker Washington. They were not particularly, philanthropic, either of them, and they had no more than the interest which hundreds of other such families of the South had in their slaves and servants. Both of them had been officers in the Confederate Army, but as I heard my father say frequently, they were impressed first of all with the energy and devotion which the man manifested toward the work which he had undertaken. As they said, "his whole heart and soul were put into the work." And in the second place their earliest contacts with him convinced them that Booker Washington knew what to do with money when he got his hands on it, as was evidenced in the steady progress of the school; and added to this was his scrupulous attention to his business obligations. He did not always meet his notes when due, but he was always prompt, open and businesslike in consulting his creditors about his obligations. If it appeared that he would be unable to meet a note, he would come to the bank days in advance and advise either my father or Mr. Campbell of the circumstances, and fortunately they would thus be able to make the necessary adjustments to give him an extension of time. In all of these matters it was a noteworthy characteristic of Booker Washington that he did very little talking direct in presenting his needs; he was simple and convincing in his representations. He was always busy, always active, always planning something and always working hard to carry out his ideas. I think it must have been the attraction of these elements of his personality that won him the support of Wright and Campbell and the other business men of the town and of the state in his undertakings.

In 1891, Mr. Washington came into the office one day and said to my father, "The cost of drayage from the depot to the school is eating us up. I wonder if it wouldn't be cheaper to extend a spur to the Institute." My father and Mr. Campbell held a conference with Mr. E. T. Varner, who was joint owner of the railroad, with the result that in 1903 the railroad was brought up from the bottom under the hill, the station was located in the town at its present site, and a spur was extended to the campus of the Institute. It was a business proposal, the argument for which was convincing, and the operations were carried out on the same basis.

During those early years I had an experience of my own with the school that is still fresh in my memory as in all school communities there were occasional conflicts between the boys of the school and mon knowledge among our set that the boys of the town. It was combetween white boys in the town and boys from the school, especially at obtained here between black and night, and we young fellows went was returning home one night from a party at the home of a friend when three or four colored boys attempted to chase me. I didn't know whether they were students or not. I was resolved not to run; I walked quietly on and when one got close enough to put his hands on me, I turned and struck him a stunning blow with something that I had in my pocket for that very purpose. He stretched out on the ground, and when his companions saw it they turned and ran. I continued my journey home. I never said anything about it to anyone and never did anything about it, but I was never troubled again. At another time a teacher from the Institute got into serious trouble in the town. It caused a great stir among the men of the community who threatened to go out to the school after the teacher. Mr. Campbell heard of it and calling Mr. Washington on the phone he advised him to get the man out of the way at once and suggested that he say to the men from the town that they could search the place if they wanted to. Later on they came out to the school Mr. Washington met them. When he told them they were at liberty to search the school, they seemed to be mollified at once and so the trouble ended.

Very early there developed an understanding between the school and the people of the town that whatever difficulties arose, there should be no open conflict between them. It became the established rule that if students violated any law the officials reported the matter to the Principal and left it with him to handle, and similarly, if the school had any complaints to make concerning treatment in the town, the matter was reported informally the town officials and the necessary adjustments would be made. This still continues and lies at the bottom of the cooperation that has white for all these years.

It is more than fifty years now since Booker Washington came to Tuskegee to begin the school. The undertakng was large while the means at his disposal were small. Any other man would probably have given up, but not Booker Washington. From the start he evinced a determination and capacity that no obstacles could defeat. It was not smooth sailing. More than once the work was on the verge of failure for want of resources, but somehow the people of this community felt that they could not afford to let the undertaking collapse.

What was done by my father and Mr. Campbell was done by other merchants and business men of the community and the state, and when Booker Washington came into national prominence through the great address that he delivered at the Atlanta Exposition in 1895, he had already won the confidence of the people of this state and of the South wherever he was known. And when he used his oft-repeated declaration that " the best friend that the Negro has is the southern white man" I think he must have had in mind the type of man who, like Mr. Campbell and my father, respected him for his demonstrated capacity, his largeness of vision and his integrity of character. Little has been said about it, but I am sure that in both families the Campbells and the Wrights, and in others of this community who supported Dr. Washington and the school to the end of his life, there is a deep sense of pride in the share which they had in the establishment and development of the great institution of which our whole country is proud and to which the Negro race, the nation and the world owe a debt of gratitude for unselfish, constructive service.

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Tuskegee Institute, Comments on.

ST. LOUIS, MO.
POST DISPATCH

NOV 2

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There is, of course, not the slightest connection except that it is regrettable that the newspapers of the country had to carry in the same issue news of a serious case of mob violence and of the resignation of a man who has worked earnestly for the improvement of inter-racial relations.

Like his predecessor, the famous Booker T. Washington, Dr. Moton, who became president of Tuskegee in 1915, has won the confidence of both races. No one has ever questioned his sincerity or his ability. Undoubtedly the foremost of living negro educators, he has carried on exceptionally well, and in the same spirit, the work of Tuskegee's founder.

Discouragements have constantly beset him but Dr. Moton has never yielded to them. Both as a teacher and as a writer, he has pleaded persuasively for the education of his race. He has contributed to the progress of his people and has helped the south as a whole better to appreciate and sympathize with negro problems.

Ill health seems to be the reason why Dr. Moton has submitted his resignation. We cordially join the Birmingham News in the following sentiment, expressed in a recent editorial in that newspaper: "Just now his leadership is particularly needed, and it will be unfortunate if he steps out at Tuskegee institute. It is to be hoped that his health will so improve as to make him willing and able to continue his distinguished work."

Nashville, Tenn. Tennessean—Mng
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The observations of this able educator and leader, as he gives up the routine of administrative duty and prepares to devote himself to certain special tasks he has long had in mind, are worth the attention of all. He is still an unshaken optimist in regard to the progress of the negro and his relationship with the white population of the nation. He credits to Dr. Washington the achievement of teaching the negro "to respect the white man and the white man to consider the negro." And he is confident that there is today "a more kindly feeling and justice for the negro" than ever before.

Even in the face of the lynch record, the Tuskegee "elder statesman" refuses to be discouraged. Lynchings are progressively decreasing, he points out, and he is firm in the belief that each revolting crime results in a definite growth of sentiment against mob violence.

The South owes much to such restrained and reasoned leadership as that of Dr. Washington and Dr. Moton, and the realization of that fact grows with each passing day. Both have been practical idealists whose teachings and examples have contributed greatly to racial amity.

Tuskegee will find it hard to replace the retiring president, but with his advice and counsel it can be hoped the task will be done satisfactorily, and that the institution will continue along the paths that have been so satisfactory. That will mean much to the Southern negro, but equally as much to the Southern white man.

BRASS TACKS

By H. L. Murphy



Moton's successor.

THE TUSKEGEE PRESIDENCY

The resignation of Dr. Robert Russa Moton from the presidency of Tuskegee Institute makes specula tation rife as to his successor. Tuskegee Institute, being such a maker of educational and Negro racial history, is in a somewhat peculiar situation, but since everything is in a state of change, it seems to this writer that precedent does not necessarily cut such a pique in the selection of Doctor Moton's successor as it did in the selection of a successor to Doctor Washington. Doctor Moton's administration was distinctly successful in many ways, chiefly in expanding the curricula of the school to meet college requirements, in greatly increasing its endowment, and in demonstrating its spiritual growth by Doctor Moton's demand that the nearby Veteran's Hospital of the U. S. Government should have a complete colored personnel, and in other significant ways.

The man to appoint to this position has not been named or even suspected by the great majority of the public. It is the opinion of this writer that, in view of the NEEDS of Negroes in technical education, in the taking of forward steps in general education, in view of the imminent changes in the securing of funds for all large educational institutions in the future, and in view of the radical organic changes apparently needed at Tuskegee, the Board of Trustees could do no better than to follow the precedent of Chicago and Harvard Universities by obtaining the services of a young, vigorous man who is only old enough to be a man, to prove that he has developed spirit and mind and body contructively, to be on his way somewhere in the field of education in executive capacity. What we are saying principally is this: given a real man, there is no need of paying any attention to the typical Tuskegee idea of precedent in the search for Doctor Moton's successor.

Only one precedent will need attention, and that should receive attention after the election of the new president. He will need to reorganize Tuskegee and re-staff it for a gigantic attack on the Negro's economic position in this country, a position bad enough before but made worse by the New Deal. This attack should come by girding the loins of the school to change into a school of technology similar to Massachusetts Institute of Technology or Carnegi Institute. This attack should include the use of pressure to create opening for prospective graduates in the various branches of engineering, and those scientific and technical pursuits ordinarily supposed to be closed to Negroes. To carry out such a gigantic program it would be infinitely more important to know whether this young man has an inferiority complex than it would be to know whether he was a graduate of Hampton or Tuskegee.

It was truly unfortunate that Hamption and Tuskegee did not do this instead of becoming ordinary colleges with too much purely academic tendences. The force of Booker Washington's work was greatly weakened thereby.

A man with capacity for growth—not so much a man who knows the people and the rules of the game as played in days gone by—is necessary to Tuskegee now. The money will come from other sources and what men used to do and used to know will not weigh so heavily in the future.

This man will, of course, need the academic trappings that will appeal to a degree-crazy populace.

But most of all, the man to head up Tuskegee Institute must be a man wedded to the field of education. The gigantic task here outlined cannot be entrusted to a general "race leader". God did not make but one Booker Washington and He made him for an earlier day. The Business League and other matters must be relegated to

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Revised 11-6-34 Atlanta Ga

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TUSKEGEE INSTITUTE CONFERENCE IS HELD

Negro Teachers And Supervisors Hear Regional Official At College

TUSKEGEE INSTITUTE, ALA., Oct 21. — (Special.) — Dr. H. O. Sargent, regional agent of vocational agriculture Washington, D. C., closed a successfu three-day conference here Friday o State supervisors and colored teacher trainers from the States of Alabama Florida, Georgia, Tennessee, and Kentucky.

The high lights of the conference were: The address on "Rural Rehabilitation," by Robert K. Greene, State relief administration, Montgomery; a comprehensive presentation of "The Youth Movement," by H. B. Swanson, United States office of education, Washington, D. C.; "Emergency in Education," by J. B. Hobdy State director of vocational education Montgomery; "The Agricultural Adjustment Program for Cotton," by George T. Sargent, district supervisor of agriculture for Alabama. H. H. Hunt, farm credit administration, Washington, D. C., was unable to be present, but his report on "Farm Credit," was read to the body.

Dr. Swanson stirred the entire conference with his statement that 486,000 young people are now damned up on the farms without employment and that the present migration from urban centers to the country is made up of young people who will soon raise the figure far beyond the half million mark.

"The present situation of unemployment and lack of adjustment," declared Dr. Swanson, "is much more serious with rural young people than with urban youth. The employment of rural youth is the problem that must be brought forcefully to the attention of educational leaders, county superintendents, and rural school teachers."

As a solution, Dr. Swan urged the part-time program of vocational training. Another suggestion was the study of placement possibilities on farms now operated by old people.

The conference perfected plans for a regional organization of the State chapters of New Farmers of America with the tentative plan for the first regional meeting at Tuskegee Institute, July 29 and 30 1935. Words of welcome were extended by Dr. F. D. Patterson, acting-director of the school of agriculture, Tuskegee Institute. He brought greetings from President R. R. Moton, who because of attendance at another conference was unable to meet the agriculturists.

The response was made by Dean B. L Perry, Florida A. and M. College, Tallahassee. Other teacher-trainers and teachers of agriculture were: W. S. Davis State College, Nashville, Tenn.; R. S. Reynolds and C. H. Chapman, Tallahassee Fla.; L. S. Molette and Alva Tabor, Fort Valley, Ga.; Thomas N. Roberts, Savannah, Ga.; Ernest M. Norris, Kentucky State College; Arthur Floyd and Ernest A. Grant, school of agriculture, Tuskegee Institute; Frate Bull, district supervisor of vocational training, Tennessee, and R. E. Cammack, State supervisor of agricultural education, Montgomery.

TUSKEGEE CHOIR USED IN MAGAZINE MOVIES

State Singers Make Background For 'Pathe Topics'

HOLLYOOD, Nov. 13.—(Special)—Tuskegee institute's choir supplies a background of music in a new magazine reel, "Pathe Topics," released by RKO-Radio pictures.

Richard B. Harrison, noted negro actor who played "De Lawd" in the stage presentation of "The Green Pastures," is featured in the short subject. Most of the camera work was done at Tuskegee.

The subject is titled "Up From Slavery."

A GREAT EDUCATOR RETIRES

For nineteen of the fifty-three years that Tuskegee Institute has been serving the nation and the world by developing young men and women into useful citizens and setting forth the ideal of industrial education, Dr. Robert Russa Moton has been efficiently and effectively guiding and shaping the destiny of the school. Under his brilliant administration fifteen new buildings have been erected, the streets on the campus paved, an "A" class accredited college organized, and since 1927 has conferred nearly three hundred degrees upon its graduates, appreciably supplemented the faculty with a throng of very capable and competent instruction, more than doubled the endowment funds, and several other notable things which could be added to the list.

At the same time that Dr. Moton was moulding the educational program at Tuskegee he was serving at the head of the National Negro Business League as president, on the board of trustees of Tuskegee, Hampton, Fisk, and many other institutions, serving on many important commissions for the President of the United States instrumental in getting the new United States Veterans Hospital No. 91 manned by Negroes, serving on many important interracial commissions for better relations, and a number of other activities of noteworthy consequence.

Dr. Moton, like his predecessor, Dr. Washington, an authority on industrial education for Negroes and a product of that type of education himself, has continued to have faith in it as the best measure to insure the economic, political, and social emancipation of his people. He has been untiring in his efforts, unequivocal in his purpose, unerring in his action, unselfish and unbiased in his attitude, and unprejudiced towards races since he has been in public life. He has set an example of true manhood worthy to be emulated by any and all colored American youths. He loves his race and his country as few other Americans do, and he has devoted almost fifty years of his life to the service of the race and the nation. In spite of failing health for the past few years, Dr. Moton has continued to work very strenuously, both day and night, for Tuskegee Institute, and other institutions as well.

Dr. Moton's resignation as President of Tuskegee Institute is an act deeply regretted by the Tuskegee family as well as the Alumni and other people throughout the nation. May he still live for years to come and enjoy a healthful, peaceful, quiet and happy life at his new beautiful home in Virginia, and see his successor carry on from this point and continue to guide the youth in the same spirit and direction as the great Founder, Dr. Booker T. Washington, intended and as his successor has been doing so marvelously for twenty years. Our fervent prayers and best wishes shall always be for and with our dear beloved Robert Russa Moton.

Savannah, Ga., News
November 12, 1934

A RACE LEADER RETIRING

Burdened by the weight of years and responsibilities, Maj. Robert R. Moton, who succeeded Booker T. Washington as president of Tuskegee Institute, has announced that, on his forthcoming sixty-seventh birthday anniversary, he will retire in order that some younger man may carry on.

Tuskegee Institute has a remarkable history behind it and unlimited opportunities for usefulness ahead. When Dr. Washington founded it fifty-three years ago, the first classes were assembled in a church and a shed in rural Alabama. Forty new buildings, most of them put up by student labor, were erected during the first nineteen years of its existence. It was, and still is, a great opportunity school and institution of higher education for colored young people. As it uplifts and otherwise benefits the race, it likewise benefits the nation. Thousands of its graduates extend its good influences to all parts of the country, for both Dr. Washington and Major Moton held tenaciously to the theory that the American negro must depend for recognition and success upon thrift, hard work and co-operation.

No announcement has been made as to Major Moton's probable successor as president of Tuskegee. Savannah friends of President Hubert of the Georgia State Industrial College have expressed the belief that he is the most logical man for the position, owing to his long experience in educational work, his high character and executive ability.

Elberton, Ga., News
November 30, 1934

MOTON RETIRES

Tuskegee Institute, famous negro college in Alabama, has been fortunate in having for its first two presidents outstanding members of the race. Booker T. Washington founded the College and under his guidance it won a wide recognition. He was succeeded by Robert R. Moton, who, after nineteen years of service, is now retiring.

Both of these prominent negro leaders labored intelligently to uplift their race and to create the proper co-operative attitude, with mutual tolerance, between the two races in the south. As he retires from Tuskegee Moton says there is now "a more kindly feeling and justice for the negro" than ever before.

A firm believer in the Old Testament, Moton said his philosophy for the last forty years had been "to teach men to live together." He praised the ideal of Boker T. Washington who, he said, "taught the negro to respect the white man and the white man to consider the negro."—Exchange.

Education - 1934

Tuskegee Institute, Comments on.

KELLY MILLER'S OBSERVATIONS

DR. ROBERT RUSSA MOTON

When a few weeks ago the colored press was filled with what seemed to be credible reports that Dr. Moton had, or was about to lay aside his arduous duties as head of Tuskegee on account of ill health, his numerous friends and well-wishers were making ready to give him the send off which his faithful and efficient service deserved. On learning that the report was based upon a false rumor, they felt rejoiced to know that his measure of strength and health still enables him to hold out and carry on.

A few weeks ago, I had the privilege of revisiting Tuskegee after a lapse of seventeen years, and to see and converse with the veteran leader face to face. I found him the same genuine, unsophisticated even tempered ebulliant person whom I first met at Hampton in the middle nineties. He has had a wonderful career since then. Although he has taken his duties and responsibilities seriously, he has not allowed his success to go to his head, after the manner of so many colored men suddenly raised to eminence of influence and power. I knew Major Moton as the understudy of Hollis B. Frissell, that modest, unassuming principal of Hampton who wielded a greater influencein the philanthropic world, so far as the Negro is concerned, than any other man of his day and generation. Moton, the disciple, caught a full measure of the spirit and method of Frissell, the master. Faith and fidelity mark the most striking characteristic of them both. The white people of the North, the white people of the South and the Negro all trusted Frissell. These three essential factors of the race problem likewise trust Dr. Moton.

Thrust into the shoes of Booker T. Washington which no man's feet were made to fill, he has carried out and carried on up the work which him. Here again the analogy between Moton and Frissell is striking. Frissell succeed Armstrong; Moton succeeded Washington. Both were confronted with impossible tasks of fulfilling the expectations aroused by their illustrious predecessors. Both met with a remarkable and unexpected measure of success by pursuing essentially the same method. Frissell did not claim or hope to be an Armstrong, nor did Moton aspire to be a Booktr T. Washington. Both succeeded by accepting the spirit of their great predecessors and adopting it to and of, carrying it out in terms of their judgment and good sense.

I used to hear Dr. Washington say that Tuskegee must stop growing and begin to develop. His was the work of the pioneer. It is no disparagement to the rest to say that he was the only leader with a practical policy and tht only educator with a feasible program that the race has yet produced. It befell the lot of Dr. Moton to perpetuate his policy and effectuate his program under markedly changed conditions. This he has succeeded in doing with a remarkable dergee of success. On the material side he has added two million dollars to the plant, and raised the endowment to eight million dollars. I must take some little pride in the fact that, at the request of President Taft, I headed up the Hampton-Tuskegee endowment movement in Waschington, D. C. with some slight measure of success.

Tuskcgee has betn remade since the incumbency of Dr. Moton. The campus has been landscaped in good academic fashion, the buildings have been mordernized, the curriculum has been transformed to meet the requirements which the World War imposed upon the educational situation. Courses of instruction have been lifted to collegiate grade and standard. A competent and cooperating faculty has been assembled to carry on the work with high efficiency, and above all there prevails the spirit of unity growing around a common aim and ideal which radiate from the man at the head.

Julius Ceasar, in one of his philosophic moods, declared that the immortal gods are accustomed to grant long intervals of prosperity and immunity to those whom they with to punish for their crimes, in order that men may suffer more grieviously from a change of circumstances. The real test of quality and character is seen in overcoming stress and strain imposed upon you. Most colored men break down at this point and have their careers blighted or tranished. Dr. Motton passed triumphantly through as severe trial of his courage as has befallen any colored man in our time. Local white sentiment upon whose good office the fabric of Tuskegee had been built, demanded a white personnel for the two million dollar Tuskegee Veterans Hospital. Dr. Moton stood unflinchingly by the doctrine of Booker T. Washington—Negro personnel for Negro institutions. He was confronted with the alternative of surrender or assassination. Yet, he stood unflinchingly—not by his guns—but by his principles. The people of Florence used to point to Danta as he walked through the streets and exclaim "Behold the man who has been to hell!" The same might be said of Moton as he walked the campus of Tuskegee after this tragic incident. But he served unscathed. The Tuskegee hospital has an efficient colored personnel. Dr. Moton has, if anything, an enhanced appreciation of the very whites who tried to intimidate him, and both the institute and hospital are operating smoothly with the plaudits of the community.

So, here is to you, Dr. Moton. May you live long to be happy. Man you retain the headship of Tuskegee as long as your health and strength ar inclination will allow, and then retire to your well earned "otium cum dignitate" at your native Capahosic, on the banks of the York River where you played as a boy and were happy.

Moton Resigns Tuskegee Post

Institute Head Will Retire In May After 45 Years Of Educational Service

NEW YORK, Oct. 27.—(AP)—Dr. Robert R. Moton, who succeeded Booker T. Washington as president of Tuskegee Institute in 1915, said today two reasons—ill health and because "a change is wholesome"—had promoted him to submit his resignation.

Dr. Moton is 68 years old. He said he decided to resign because he was at the age limit of 65 and had been in poor health for nine months.

"I believe it is just as well to fade out of the picture and let younger people take charge," he said, "as a change is wholesome."

Dr. Moton's resignation, if accepted by the board of trustees, will become effective May 31, 1935. He said he will write a volume on "The Spiritual Contribution of Booker Washington to America and the World."

The educator said he had spent 45 years in public life, 25 at Hampton Institute and 19 at Tuskegee, and that he thought he could serve Tuskegee better by being relieved from "official responsibility."

Dr. Moton praised President Roosevelt, but said he believed the New Deal had contributed little, if anything, to the negro.

"The New Deal is not as effective toward negroes as I would wish," he added. "I think it's been more of a help to big business than to small business."

Dr. Moton was enthusiastic about the progress of American negroes in the last 45 years.

"The negro is better off in the United States," he said, "than in any place in the world, even Africa. There is a larger proportion of negroes in America who enjoy higher standards of living, who have reached a higher state of civilization than anywhere else in the world."

Despite the lynching in Florida yesterday, Dr. Moton said he believed lynchings are on the wane.

"The sentiment in the South, as far as race relations are concerned, has changed so in the last 10 years," he stated. "The worse and more abhorrent lynchings are, the better the result. They shock everybody, black and white."

Dr. Moton Resigns at Tuskegee

New York, Nov., (ANP)—Dr. Robert R. Moton resigned as president of Tuskegee Institute last Friday afternoon at a meeting of the board of trustees being held in this city.

Although there have been recurrent rumors throughout the past year that Dr. Moton planned to give up his work at the famous institution, those reports had been insistently denied and his sudden tender of resignation came as a distinct surprise to even most of his intimate friends.

After the meeting of the board of trustees last August, the rumor smiths became busy and stories were circulated that Dr. Moton had retired. Denials were issued from Tuskegee at that time.

Added currency was given to the stories by the published reports of the alleged efforts of Roscoe Bruce, resident manager of the Dunbar apartments, this city, to obtain the position as Tuskegee's leader.

It was stated that Mr. Bruce had laid his claims before a large number of his Harvard friends and that he had sought to "line up" certain Tuskegee trustees in his behalf. He had also written to Dr. Moton for his endorsement as his successor.

However, Mr. Bruce denied that there had been anything unseemly in his activities or that they were inspired as parents of any wishes on his part. He claimed that certain influences at Tuskegee sought to embarrass him.

At the same time other persons at Tuskegee were mentioned as desirous of promotion to the presidency in the event of the retirement of Dr. Moton. Among names used at the time were those of Dr. G. Lake Imes, assistant to the principal, and Alphonso Heningburg, one of the academic heads.

Dr. Moton, a Hampton graduate, succeeded to the presidency of Tuskegee institute upon the death of Dr. Booker T. Washington in 1915. Under his leadership the work of the institution was organized and its standing greatly improved.

In addition to his work as head of the school, Dr. Moton succeeded in other ways to leadership once exercised by Dr. Washington.

His advice was sought on diverse matters affecting the Negro and he became the confidant of successive presidents of the United States.

Not always, however, has his work at Tuskegee run smoothly. It had been the hope of some persons at Tuskegee that Dr. Washington's successor would have been Dr. Emmett J. Scott who was his secretary for many years.

When Dr. Scott was not chosen, sores came that were never entirely healed and Tuskegee became and has remained the breeding place for a particularly iniquitous sort of internal politics.

Nevertheless, Dr. Moton never allowed criticism of himself to interfere with his direction of the institution, and, until he suffered in his health a few years ago, pushed forward with great energy the expansion of the institution's general program.

Leaving Tuskegee



DR. R. R. MOTON

Savannah, Ga., News
November 18, 1934

SOON TO RETIRE AS ITS LEADER

Dr. R. R. Moton, Head of the Tuskegee Institute

FOR SEVENTEEN YEARS

Founded By the Late Booker T. Washington

BY T. M. DAVENPORT
Associated Press Staff Writer

TUSKEGEE, Ala., Nov. 17 (AP). — Morning sunlight streaming through stained glass windows in the chapel of Tuskegee Institute casts in bold silhouette the figures depicting eleven negro spirituals.

The student body in joyous song joins the choir in the stirring melody of "Roll Jordan, Roll."

The sun moves higher and the colored shadows fall on the greying hair of the principal of the world's largest negro educational institution, his head bowed in prayer.

Thus does the achievement Dr. R. R. Moton regards as his greatest, etch itself upon the man as he nears retirement after seventeen years of leadership.

On the campus are imposing buildings, in the life of the nation are graduates of eminence, but those chancel windows with their picturization of the negro spirituals stand as the greatest achievement, in his opinion, of the man who followed Booker T. Washington into the leadership of his race through the principalship here.

"Of all the things I have been able to accomplish at Tuskegee Institute," said Dr. Moton recently to an associate, "nothing gives me more satisfaction than those windows in our chapel.

"They tell the story of the struggles of our people, of their patience, their fortitude and their faith in God."

In short, these windows stand for the simple faith on which Dr. Moton has relied to lead him in the pathway blazed by Booker T. Washington, the founder of Tuskegee.

Under Dr. Moton's leadership, Tuskegee has spread until it now includes 132 buildings, modern in architecture and appointments, and its endowment has been greatly increased.

Under his guidance, a program for helping negroes has been inaugurated through the formation of the National Negro Business League, the annual negro farmers' week on the campus, national negro health week and other movements for the betterment of the race.

The institute took an active part in the organization of the inter-racial commission to promote better understanding betwen the races and within its halls were laid the plans for the organization of the general education board.

But through it all, the ideals of Booker T. Washington, the founder have been the guiding light. Dr. Moton frequently has quoted Washington's statement, "we shall prosper in proportion as we learn to dignify and glorify labor and put brains and skill into the common occupations of life."

This has been Dr. Moton's shibboleth through his years at the institution which has grown from year to year, not alone in the size of the student body, but in its place of leadership among the negroes of the South.

"Tuskegee," said Dr. Moton recently, "is more than a school; it is a community. It exists not alone for the students in its classes, but from the very beginning it has consistently maintained within its purview the needs of that vastly larger body of the negro race to whom opportunities and privileges of an education were denied."

And that summarizes the objectives of Tuskegee under the leadership which he is soon to relinquish, but as Dr. Moton looked backward, he remarked of the chancel windows:

"Tuskegee Institute is an impressive sight to all who visit its campus, but to me the most appealing thing on the grounds is this continuing message of faith which speaks to us, which sings to us out of these chancel windows each day of the year as we gather for meditation and prayer. . . .

"They are a notable monument to those humble black men and women from whose hearts they were wrung, whom no trial could discourage and no hardship defeat. These windows are a spiritual achievement, therefore enduring."

Then across the campus rolls the resonant melody, "Swing Low Sweet Chariot, Coming For to Carry Me Home."

Athens, Tenn., Post Athenian
November 16, 1934

DR. MORTON RETIRES

Tuskegee Institute, famous Negro college in Alabama, has been fortunate in having for its first two presidents outstanding members of the race. Booker T. Washington founded the College and under his guidance it won a wide recognition. He was succeeded by Robert R. Morton, who, after nineteen years of service, is now retiring.

Both of these prominent Negro leaders labored intelligently to uplift their race and to create the proper cooperative attitude, with mutual tolerance, between the two races in the South. As he retires from Tuskegee Dr Morton says thre is now "a more kindly feeling and justice for the Negro" than ever before.

"It is not 100 percent perfect," he went on 'but neither is it in New York, or Boston or in other parts of the North. Lynchings are progressively decreasing. This may sound strange, but the worse they are, the more revolting and the more adherent they are the better the results. They are shocking and then more sentiment is developed against them.

"I think the Negro is better off in the United States than in any other country of the world, even Africa. The Negro enjoys a higher standard of living, of education, of culture a higher standard of civilization in America than anywhere, and this in spite of prejudices and disadvantages."

Dr. Morton said he did not approve of segregation of the Negro, although he thought it "the best thing as a matter of expediency in many parts of the country." He felt, however, that if left alone the average Negro would go with his own people With this "voluntary segregation," he said he could see no laws requiring segregation necessary.

A firm believer in the Old Testament, Dr Morton said his philosophy for the last forty years had been "to teach men to live together." He praised the ideal of Booker T. Washington who, he said, "taught the Negro to respect the white man and the white man to consider the Negro."

Education - 1934

Tuskegee Institute, Comments on

Vacancy At Tuskegee

Dr Robert Russa Moton, principal of Tuskegee Institute since the death of Booker T. Washington, has resigned. Although there have been several rumors prevalent recently concerning his leaving the Alabama school, his resignation does come as a surprise American

Of great concern at the present moment, however, is the naming of a competent successor. There are only a few capable of handling the affairs of Tuskegee both because of the internal politics involved and because of its location. The principal is by virtue of his position one of the biggest men in Aframerica, and therefore he is under constant surveilance by those who make a habit of criticizing all things Negroid. 11-2-34

Although Roscoe Conklin Bruce has practically killed his chances by becoming involved in stories of his attempting to get the job last summer he is still the logical man for the position because of his tact, training and connections. Any person familiar with Bruce's record and Tuskegee knows the two could go far together. A second choice of President J. R. E. Lee of Florida State in Tallahassee—an educator of renown and ability, already familiar with the Dixie situation. Gary Davis.

But no matter who the successor, it is hoped he will be both a diplomat and an aggressive educator, with modern ideas. It will be no easy task to fill the place of Dr. Moton, for the outgoing principal worked wonders in his tenure of office.

MAJOR MOTON TO LEAVE JOB

Amsterdam News

Tuskegee's President to Retire in May— 19 Years at Post

11-3-34

New York

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Rumors of Major Moton's impending retirement have been recurrent for the past two years. As recently as last June, Dr. William Jay Schieffelin, chairman of the board of trustees, denied that the retirement of Tuskegee's president was contemplated. At the same time a statement was released from Tuskegee Institute declaring, "that he (Moton) will consider retiring at this time is highly improbable."

Among those prominently mentioned at that time as possible successor to Dr. Moton were Roscoe Conkling Bruce, resident manager of the Paul Laurence Dunbar Garden Apartments; Channing H. Tobias national Y. M. C. A. executive; G. Lake Imes, secretary; Alphonse Henningburg, head of academic department; and Alvin J. Neely, registrar and dean of men, all of the Tuskegee faculty.

"I have already passed more than two years beyond the official limit for retirement set by the board for all workers at the Institute," Dr. Moton wrote in his letter requesting the board to approve his retirement. "I am no longer a young man and am convinced that the best interests of the Institute will be served by my retirement at the time indicated."

In a statement which Dr. Schieffelin made on behalf of the board, "unanimous reluctance to concur in Dr. Moton's decision" was expressed. "But the insistence of Dr. Moton and a just appreciation of his long years of effective and devoted in many other fields affecting the welfare and progress of our country, impels us to give his announcement the most earnest consideration."

Succeeded Washington

Dr. Moton succeeded Booker T. Washington, founder of Tuskegee in 1916. Washington, who established the school in 1881 died on November 14, 1915. He also succeeded Washington as president of the National Negro Business League. During his years as head of Tuskegee Dr. Moton has been active in many phases of Negro life. He is a trustee of Tuskegee and Hampton institutes, Fisk and Lincoln universities; a charter member of the Southern Commission on Interracial Cooperation; recipient of the Spingarn Medal, and the Harmon Award for work in bettering race relations; and has served as chairman of two Federal commissions.

At 67 years of age Dr. Moton retires to his home on the York River, in his native Virginia, where he received his early training at Hampton Institute, and where, too, he began his forty-five years of public service as commandant of cadets at his alma mater. In his retirement, Dr. Moton will write, rest and fish, his favorite pastime.

Major Moton To Retire

Savannah Tribune

Will Be Given the Place of President

Savannah Georgia

EMERITUS OF TUSKEGEE

11-1-34

Trustees Reluctant To Accept Resignation

New York, Oct. 27—The Board of Trustees of Tuskegee Institute met here yesterday. At this meeting Dr. R. R. Moton, head of the institute gave official notice of his retirement next May. The board took no action, but it is felt that full accord is given in the announcement.

Dr. Moton succeeded the founder of Tuskegee, Booker T. Washington, and gave his best in the advancement of the school. Prior to this he served as commandant at Hampton for many years which training fitted him admirably for the Tuskegee post. While the trustees are reluctant to accept the resignation, it is felt that the wishes of Dr. Moton will be complied with and action taken at the next meeting.

Finishes His Course; Grad May Get Post



© A.N.P.

DR. R. R. MOTON

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From this end where the Tuskegee Board of Trustees were in session, the name of Roscoe Bruce, resident manager of the Dunbar apartments, this city, was mentioned. But if the Tuskegee graduates as well as traditions have anything to do with the selection of a successor, they will name one of the following four prominent individuals, who are either graduates or were once connected with the institution.

Those "in the know" down south are already mentioning the name of a Tuskegee-Hampton graduate, Ligon Wilson, principal of the Snow Hill institute, an off-shoot of Tuskegee. Wilson holds a master's degree in Education from the University of Michigan and spent the spring and summer quarters in study toward his doctorate. The others are: Channing H. Tobias of the National Committee of the Y. M. C. A.; Dr. Ambrose Caliver, federal specialist in the Office of Education; and Benjamin F. Hubert, president of Georgia State college.

Tuskegee Institute President Quits Job

Indianapolis Recorder

11-3-34



DR. R. R. MOTON

(Special to The Recorder)

NEW YORK, Nov. 1.—Dr. Robert R. Moton, president of Tuskegee Institute, resigned Friday afternoon at a meeting of the board of directors.

Dr. Moton has been called the 'elder statesman" of nearly twelve million American Negroes. He has been advisor to five Presidents and has served on several government commissions. His retirement, for retirement next May, marks the completion of 45 years of service in educational work. For Twenty-five years he was at Hampton institute.

"I have already passed more than two years beyond the official limit for all workers at the Institute," Dr. Moton said Saturday in an interview at the institute. He said that he would devote much of his time to writing and that he would write a book. "The Spiritual Contribution of Booker T. Washington to America and the World."

Education - 1934

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From this end where the Tuskegee Board of Trustees were in session, the name of Roscoe Bruce, resident manager of the Dunbar apartments, this city, was mentioned. But if the Tuskegee graduates as well as tradition have anything to do with the selection of a successor, they will name one of the following four prominent individuals, who are either graduates or were once connected with the institution.

Those "in the know" down south are already mentioning the name of a Tuskegee-Hampton graduate, Ligon Wilson, principal of the Snow Hill institute, an off-shoot of Tuskegee. Wilson holds a master's degree in Education from the University of Michigan and spent the spring and summer quarters in study toward his doctorate. The others are: Channing H. Tobias of the National Committee of the Y. M. C. A.; Dr. Ambrose Caliver, federal specialist in the Office of Education; and Benjamin F. Hubert, president of Georgia State college.

Tuskegee President Quits Job

Indianapolis Recorder

11-3-34



DR. R. R. MOTON

(Special to The Recorder)

NEW YORK, Nov. 1.—Dr. Robert R. Moton, president of Tuskegee Institute, resigned Friday afternoon at a meeting of the board of directors.

Dr. Moton has been called the 'elder statesman" of nearly a million American Negroes. He has been advisor to five Presidents and has served on several governments for retirement next May. His close associates said Saturday that Dr. Moton is expected to serve on the board of directors of the institute. He said that he would devote much of his time to writing and that he would write "The Spiritual Contribution of Booker T. Washington to America and the World."

"I have already passed more than two years beyond the official limit set for all workers at the institute," "Dr. Moton said in an interview at the institute. "I'm no longer a young man and am convinced that the best interests of Tuskegee will be served by my retirement."

May, marks the completion of 45 years of service in educational work. For Twenty-five years he was at Hampton institute.

The Negro Is Better Off

He said that there was a better feeling existing between the races in the South "than ever before." "It is not 100 per cent perfect", he went on, "but neither is it in Boston, New York, or in any other part of the North."

"I think the Negro is better off in the United States than in any country in the world, even in Africa. The Negro enjoys a higher standard of living, education, culture, a higher standard of civilization than any where in spite of prejudices and disadvantages."

Dr. Moten said he did not approve of segregation of the Negro although he thought it "the best thing as a matter of expediency in many parts of the country." He felt, however, that if left alone the average Negro would go with his own people. With this "voluntary segregation" he said he felt he could see no need for laws requiring segregation necessary.

States His Philosophy

A firmer believer in the Old Testament, Dr. Moton said his philosophy for the past forty years has been "to teach men to live together." He praised the ideals of Booker T. Washington, founder of Tuskegee who, he said "taught the Negro to respect the white man and the white man to consider the Negro."

He believes that the New Deal has not bee nas considerate of the Negro as he wished, but he gave Roosevelt "a 100 per cent endorsement." "I love Mr. Hoover, but I am glad he wasn't re-elected."

Dr. Moton was born in Amelia County, Va. His mother is living at 84 years of age. He has a wife and two sons, one a student at Tuskegee, another is studying at Massachusetts Conservatory of Music; three daughters, one a teacher at Tuskegee, another teaching at Hampton, and the youngest is a h. s. school student.

HAD PASSED RETIREMENT AGE LIMIT

Dr. Moton May Write Book on Tuskegee's Founder's Life

TO AID SCHOOL

NEW YORK—(ANP)—In his letter of resignation submitted to the Tuskegee Institute board of trustees through its chairman, Dr. William J. Schieffelin, last Friday afternoon, Dr. Robert R. Moton, made it clear that he does not intend to give up all relationship with Tuskegee's interests, but hopes to relieve himself of the strain of official responsibility so that he may accomplish some other objectives.

One of these ojbectives is the writing of a book, "The Spiritual Contribution of Booker T. Washington to America and the World."

Dr. Moton's complete letter to Dr. Schieffelin read:

"After long and careful deliberation, I take this opportunity to request the Board to approve my retirement from the Presidency of Tuskegee Institute, to become effective at the close of the current academic year.

"At that time I will have completed forty-five years of service in public life, all of them in educational work, of which twenty-five were spent at Hampton Institute and nineteen at Tuskegee.

"I have already passed more than two years beyond the official limit for retirement set by the Trustees at the Institute. I am no longer a young man and am convinced that the best interests of the Institute will be served by my retirement at the time indicated.

"In making this decision, I do not mean to divorce myself entirely from the interests to which I have given practically my whole life, but I believe that I can better serve Tuskegee and the cause for which it stands by spending my remaining years in an atmosphere removed from the pressure of official responsibility and giving myself to the accomplishment of a few cherished objectives which I hope to make my final contribution to the cause which is dear to us all."

Sincerely yours,
R. R. Moton.

On behalf of the board, Dr. Scheffelin issued the following statement:

"The Board of Trustees of Tuskegee Institute, at its annual meeting today in the Board Room of the Chase National Bank, received with regret the announcement by Dr. Robert R. Moton of his decision to retire from the presidency of the famous institution founded by Booker T. Washington and to which he was called in 1915.

"The Board took no action on the matter at this meeting beyond the unanimous expression of reluctance to concur in his decision, but the insistence of Dr. Moton and a just appreciation of his long years of effective and devoted public service not only in the cause of education but in many other fields affecting the welfare and progress of our country, impels us to give his announcement the most earnest consideration.

"Whatever its final action, the Board will count upon Dr. Moton's continued indentification with the interests of Tuskegee Institute and the advancement of the Negro race in general in whatever ways shall be congenial to him and prolong his usefulness to his people and our country."

TUSKEGEE PREXY TENDS RESIGNATION AT TRUSTEE MEETING; SCRAMBLE FOR POST EXPECTED

RUMOR-BUBBLE OF PAST YEAR EXPLODES IN NEW YORK

Internal Politics Comes To Head At Great Educational Center

NEW YORK, Nov. 1.—(ANP)—Dr. Robert R. Moton resigned as president of Tuskegee institute late Friday afternoon at a meeting of the board of trustees being held in this city.

Although there have been recurrent rumors throughout the past year that Dr. Moton planned to give up his work at the famous institution, these reports had been insistently denied and his sudden tender of resignation came as a distinct surprise to even most of his intimate friends.

After the meeting of the board of trustees last August, the rumor smiths became busy and stories were circulated that Dr. Moton had retired. Denials were issued from Tuskegee at that time.

Added currency was given to the stories by the published reports of the alleged efforts of Roscoe Bruce, resident manager of the Dunbar apartments, this city, to obtain the position as Tuskegee's leader.

It was stated that Mr. Bruce had laid his claims before a large number of his Harvard friends and that he had sought to "line up" certain Tuskegee trustees in his behalf. He had also written to Dr. Moton for his endorsement as his successor.

However, Mr. Bruce denied that there had been anything unseemly in his activities or that they were inspired as parents of any wishes on his part. He claimed that certain influences at Tuskegee sought to embarrass him.

At the same time other persons at Tuskegee were mentioned as desirous of promotion to the presidency in the event of the retirement of Dr. Moton. Among names used at the time were those of Dr. G. Lake Imes, one of the academic heads.

Dr. Moton, a Hampton graduate, succeeded to the presidency of Tuskegee institute upon the death of Dr. Booker T. Washington in 1915.

Succeeded Founder Booker T. Washington in 1915: To Retire

PRESIDENT OF SCHOOL RETIRES TO PRIVATE LIFE

New York—(ANP)—Dr. Robert R. Moton, 68, resigned as president of Tuskegee institute last Friday afternoon, October 26th at a meeting of the board of trustees held in this city. Although there have been recurrent rumors throughout the past year that Dr. Moton planned to give up his work at the famous institution, those reports had been insistently denied and his sudden tender of resignation came as a distinct surprise to most of his intimate friends.

In his letter of resignation, submitted to the board of trustees through its chairman, Dr. William J. Schieffelin, Dr. Moton made it clear that he does not intend to give up all relationship with Tuskegee's interests, but hopes to relieve himself of the strain of official responsibility so that he may accomplish some other objectives. After the meeting of the board of trustees last August, the rumorsmiths became busy and stories were circulated that Dr. Moton had retired. Denials were isued from Tuskegee at that time.

Dr. Moton, a Hampton graduate, succeeded to the presidency of Tuskegee institute upon the death of Dr. Booker T. Washington in 1915. Under his leadership the work of the institution was organized and its financial position greatly improved.

Education - 1934

Tuskegee Institute, Comments on.

STRONG PRESSURE EXERTED ON DR. MOTON TO REMAIN AS PRESIDENT OF TUSKEGEE INST.

By P. BERNARD YOUNG, JR
Journal and Guide Staff Writer

Dr. Robert Russa Moton has not decided to remain as president of Tuskegee Institute.

Reports that he had reconsidered his resignation and would continue to serve as head of the famous institution have neither been affirmed nor denied by him.

Meanwhile, influential leaders, both in the North and in the South, are bringing pressure upon him to withdraw his resignation and remain at Tuskegee as its active executive.

A story originating in Montgomery to the effect that Dr. Moton would retain his position was not authorized by the famous educator.

Pamphlet Being Prepared

The position of Dr. Moton and of Tuskegee Institute and certain of its officials, with reference to their position on NRA codes, has been grossly misrepresented, and there is now in preparation a pamphlet which will once and for all accurately picture their position and nail rumors and published reports that they have favored a differential in wages and hours of work for the Negro on a racial basis.

Such facts were learned exclusively this week by the Journal and Guide from unimpeachable sources.

Coincident with the securing of this information, but not wholly related to it, came information that Dr. Moton is in the city undergoing special treatment at the hands of specialists, and has been in conferences with several close friends and officials of the institute, including Dr. William Jay Schieffelin of New York and F. Lane Imes, secretary of Tuskegee Institute.

Dr. Schieffelin Here

A few days ago Dr. Schieffelin, who is chairman of the Tuskegee trustee board, spent a day here in conference with Dr. Moton and with the physician and dentist who have been treating him. He expressed himself as greatly pleased with Dr. Moton's rapid progress toward full regainment of his health, the Guide learned.

Dr. Moton's visit here was made without fanfare, as he preferred to remain quietly in the city for rest and recuperation from the strain of his heavy duties, and it was almost accidental that his presence became known to newspapermen.

Dr. Schieffelin has long been interested in Negro education. He has been a trustee of Hampton Institute for forty years and chairman of the Tuskegee board for ten years. During his chairmanship at Tuskegee and close cooperation with Dr. Moton that institution has experienced its greatest expansion, including the erection of a science hall, library, auditorium and gymnasium, the renovation of the campus church at a cost of $50,000, and the putting over a joint $10,000,000 endowment campaign with Hampton Institute.

While in the city Dr. Schieffelin was a guest in the home of the Rev. and Mrs. Richard H. Bowling, 302 East Charlotte Street, with whom Dr. Moton is stopping.

Board's Attitude

The board of Tuskegee Institute, which recently received Dr. Moton's written intention to retire at the end of the current school year, is still considering the resignation and studying the whole question of his health and the possible effect of his retirement upon the work of the school and his future usefulness to the whole cause of Negro advancement.

It is reluctant to have him withdraw from direct association with the institution, as was pointed out in the board's statement at the time it received the resignation.

The trustees recognize that some relief from the pressure of active administration is probably inevitable. The crucial question being pondered by the trustees is whether his value and usefulness will or will not be increased and prolonged by retirement. It is felt in some quarters that a man of Dr. Moton's experience and wide acquaintanceship and with his extensive influence need not diminish his usefulness by giving up even so conspicuous and exalted a position as the Tuskegee presidency.

One man close to the college said: "There are larger things for him to do than to administer the details of the institution. As a trustee he has not and cannot withdraw from active connection with the school. Relief from administrative detail will make it possible for him to devote more attention to certain larger interests of the institute, already under consideration by him."

Unique Position

It has been pointed out that this is the first time that a Negro in so conspicuous a position has voluntarily "stepped out" and that that very act gives Dr. Moton a relationship to the whole field of Negro life and education held by no other man in public life.

Discussing this point, it was said by the same source close to Tuskegee, who preferred that his name not be used: "He may retire from the active presidency of Tuskegee but he does not retire as a leader of his race. It is his own belief that he can add to his own usefulness to Tuskegee and the race as a whole by relinquishing his present heavy responsibilities."

With reference to the report of a few weeks ago that Dr. Moton had definitely decided to withdraw his resignation, it was learned that on the campus he had more or less humorously made certain remarks that were interpreted as announcing his reconsideration, but which he did not intend to carry that meaning.

It is no secret that the successful administration of Dr. Moton is fully recognized by the public and by the trustees. It seems to be simply a question whether it is fair to urge him to keep his heavy administrative responsibilities and duties.

Question Asked

One prominent man has asked "It is an open question whether it is necessary to kill Major Moton as Dr. Booker T. Washington was killed?"—in harness.

This same man declared also "Does it speak well for our race if after 20 years of Moton, added to Washington, there isn't anywhere to be found any man who can qualify for the job. People don't expect to find a man to succeed Dr. Moton of his caliber at the end of his administration. It is better all around that the successor take up the responsibility while Dr. Moton is alive than after he is dead. The elder statesmen tradition in Japan has a bearing on this thought. Dr. Moton can be removed from the hurly-burly and the clamor of active college administration, away from the confusion and conflict and thus get a clearer vision of what is to be done. Thus Dr. Moton has a chance to be a new genius in the race.

"Nearly all public men have depended upon their immediate interest to sustain them. Politicians are in this position, and it has hurt the weight of their opinions and actions."

New Home Nearly Finished

The fact that a new permanent home for Dr. Moton is nearly completed at Capahosic, Va., gives substance to the belief in some quarters that Dr. Moton has fully made up his mind to retire shortly from the heavy responsibilities of administration which have been his for decades, and to devote his remaining years to no less valuable but less taxing activities, including writing a book on Booker T. Washington.

This permanent home was started before he announced his desire to retire. He has had a summer home at Capahosic for many years.

Nobody contacted by the Guide, who was in a position to speak with authority, would venture to name the probable successor to Dr. Moton in case he sticks to his decision to retire as president of the school he has given the best part of his life to develop from the fine foundations let by its revered founder.

Education – 1934

Tuskegee Institute, Comments on.

Montgomery, Ala., Advertiser
November 15, 1934

THE WASHINGTON - MOTON TRADITION AND THE SUCCESSION.

In a recent editorial comment on the announced intention of Dr. R. R. Moton to retire as principal of Tuskegee Institute, The Chicago Defender, a newspaper published by and for Negroes, strikes this surprising, but refreshing note:

It is to be hoped for the sake of the institution, its purposes and objectives, that the trustees will make such selection as will be an assurance to those who contribute to the support of the institute and to those who seek intelligence in the institution that the principles established by Booker Washington and sustained to the best of his ability by Dr. Moton will be carried on.

We say "surprising" for the reason that The Defender is commonly regarded as radical and is presumed to be out of sympathy with the more moderate point of view of those Negroes and whites who prefer the Washington and Moton tradition to any other in American Negro life.

The Defender strikes a timely note, and in the opinion of The Advertiser, speaks wisely. The Advertiser would not presume to advocate any one individual for the honor of guiding Tuskegee Institute. It has no candidate.

But The Advertiser does not hesitate to say that it trusts the board of trustees will be as wise in making its third choice of a principal as it was in making its first two choices. If the board should at last falter in its duty to the Negro in the South and put a radical Negro educator in the place of Dr. Moton, it might prove irretrievable.

The Washington-Moton tradition should dictate the succession. Some man whose professional equipment is beyond question, but whose temperatment and background fit him especially for life in the Black Belt of the Deep South, where the people he is called to train must live and seek adjustment, should be chosen as principal.

Tuskegee Institute is an admirable college. It was founded by the greatest Negro that ever lived. It would be an affront to his memory and a grievous injury to God's black chillen everywhere to put a man in Washington's and Moton's place whose point of view and methods would make enemies instead of friends for Negroes.

Ligon Wilson May Be Next Tuskegee Head

Call 11-2-34

Ill Health, Two Murders, Two Fires, Decrease of Income Forced Added Worries on Dr. R. R. Moton and Caused Him to Resign

By Staff Correspondent

TUSKEGEE, Ala. — The resignation of Dr. Robert Russa Moton was not surprising to those close to Tuskegee's president. He has been sick for the last six or seven years and during most of that time has forced himself to carry on whether he felt like it or not. He has had lots of worry; the decreased income and the attendant difficulty in financing the school's program, the Booth (Mrs. Moton's sister) murder, the Atkins murder and the fires of last year have all added to his burden.

Added Worries

Added to these worries, he has had the probem of charting the new policy of the school. Some want to carry on the industrial idea of the late Booker T. Washington, Tuskegee's founder; others want to scrap it all and set up a conventional college. These conflicting ideas have given him no end of worry and concern. For the most part Dr. Moton has had loyal support but among some of the higher ups he has found some antagonism and this has given him some concern.

There is absolutely no doubt as to Dr. Moton's impaired health and the marvel to many is that he has been able to carry on as long as he has.

Wilson May Be Named

There are a long list of contenders or candidates for the place, but in the last analysis it will rest between: Ligon Wilson, present principal of Snow Hill Institute, an offshoot of Tuskegee Institute; Channing H. Tobias of the national committee of the Y. M. C. A.; Ambrose Calliver, of the United States office of education, and Benjamin F. Hubert, president of Georgia State college. Mr. Wilson is a graduate of both Tuskegee and Hampton and has been in the school work for 15 or more years, for a long time in south Alabama and for the past five or six years at Snow Hill in Wilcox county, Alabama.

At Snow Hill he has much of the same sort of privation that Dr. Washington had in his early years. He has had the same close contact with the masses of Negroes and has learned their needs. He is young, progressive, honest and capable and is above all industrially minded. Last April he received the Master's degree in education from the University of Michigan and spent the spring and summer quarters in study toward his doctorate.

Tradition May Rule

If the tradition of electing a Hampton or Tuskegee graduate prevails Mr. Wilson is the most likely man. He is well and favorably known by the members of the General Education board and many of the large contributors to Negro education. He is highly regarded by the state board of Alabama and is tremendously popular with the alumni of both Hampton and Tuskegee. Above all he still has the common touch and has the idea that Tuskegee should continue to serve the masses in its own peculiar field rather than try to become a conventional college and cater to the favored upper tenth. Dr. Moton is building a permanent home at Capahosic, Va., and will no doubt go there at the close of the school year. The freedom from responsibility as president of Tuskegee will add years to his life. He has done a good job, especially as regards the physical plant. The task of the next man will be to build up a strong set of courses and a good faculty. Some three or four major changes may be necessary and there must be some clearing out of "dead wood." but on the whole, the present faculty will most likely prove acceptable to any man who takes the reins.

North Emporia, Va. Messenger
November 16, 1934

Dr. Moton Retires

Tuskegee Institute, famous Negro college in Alabama, has been fortunate in having for its first two presidents outstanding members of the race. Booker T. Washington founded the college and under his guidance it won wide recognition. He was succeeded by Robert R. Moton, who, after nineteen years of service, is now retiring.

Both of these prominent Negro leaders labored intelligently to uplift their race and to create the proper cooperative attitude, wih mutual tolerance, between the two races in the South. As he retires from Tuskegee, Dr. Moton says there is now a "more friendly feeling and justice for the Negro" than ever before.

"It is not 100 per cent perfect," he went on, "but neither is it in New York, or Boston, or in other parts of the North. Lynchings are progressively decreasing. This may sound strange, but the worse they are, the more revolting and the more abhorrent they are, the better the results. They are shocking and then more sentiment is developed against them."

'I think the Negro is better off in the United States than in any other country of the world, even Africa. The Negro enjoys a higher standard of living, of education, of culture, a higher standard of civilzation in America than any where else, and this in spite of prejudces and disadvantages."

Dr. Moton said he did not approve of segregation of the Negro, although he thought it "the best thing as a matter of expediency in many parts of the country." He felt, however, that if left alone the average Negro would go with his own people. With this "voluntary segregation," he said he could see no laws requiring segregation necessary.

A firm believer in the Old Testament, Dr. Moton said his philosophy for the last forty years had been "to teach men to live together." He praised the ideal of Booker T. Washington who, he said, "taught the Negro to respect the white man and the Negro to consider the Negro"

Anniston, Ala. Star
December 7, 1934

MOTON TO REMAIN

President of Tuskegee Institute Rescinds Recent Resignation

TUSKEGEE, Ala., Dec. 7. (U.P.)—Dr. R. R. Moton, 67, widely known negro educator who announced recently that he would retire from the presidency of Tuskegee Institute, will remain at his post, it was learned today.

Dr. Moton's resignation was submitted to the institute's board of trustees because of age and ill health. His health having shown improvement, the board declined to accept the resignation.

Birmingham, Ala. News
December 6, 1934

MOTON WON'T QUIT

Tuskegee Refuses To Accept Resignation From Faculty

MONTGOMERY, Ala.—(AP)—The Alabama Journal stated Thursday that Dr. R. R. Moton, Negro educator and principal of Tuskegee Institute, will remain at his post instead of retiring as announced some time ago.

Dr. Moton's resignation, which had been submitted on grounds of age and ill health, was not accepted by the board of trustees of the institute, The Journal stated. The health of the elderly educator, who is 67 years of age, has improved recently, it was stated.

He followed Booker T. Washington as principal of Tuskegee in 1915, and since that time has become widely known as a teacher of his race.

Montgomery, Ala. Journal
December 7, 1934

Moton to Remain At Tuskegee Helm

Dr. R. R. Moton, negro educator and principal of Tuskegee institute, who announced sometime ago that he would retire, will remain at his post, The Journal learned Thursday.

Dr. Moton's resignation, it was learned, which had been submitted due to age and ill health, was not accepted by the board of trustees of the institute. His health recently has improved. He is 67 years old.

He followed Booker T. Washington as principal of Tuskegee in 1915, and since that time has become widely known as a leader of his race.

ST. PAUL, MINN.
PIONEER PRESS
NOV 30 1934

Two Negro Educators.

THE ANNOUNCEMENT of Robert R. Moton, head of Tuskegee Normal and Industrial Institute, famous Negro school in Alabama, that he will retire at the end of the present school year is of interest to educators everywhere. Next to his illustrious predecessor, the late Booker T. Washington, he is the most outstanding school man in the history of Negro education. At 67 his health is beginning to trouble him and he feels that the guidance of the institution should be placed in younger hands.

* * *

DR. MOTON HAS BEEN a worthy successor of Washington, who, with the aid of a $2,000 appropriation by the Alabama Legislature, founded Tuskegee in 1881 and was its head for 33 years. The school opened in a little shanty church with 30 pupils and Washington as the only teacher. Under the guidance of Washington and Moton the institution has expanded into a school plant that now consists of 2,300 acres of land, more than 100 buildings, and other property—including livestock and farm implements—with a total value of nearly two million dollars.

* * *

THE CAREERS of these two Negro educators should be an inspiration to every one, regardless of race or opportunity, with ambition for an education. Despite the handicaps of their race, and often meeting with heartbreaking discouragement, they overcame all obstacles in acquiring a sound education themselves, then devoted their lives to the education of others. How successful they were is attested by the fact that large numbers of highly educated Negroes throughout the country received their training at Tuskegee, while thousands of others have learned useful vocations in the school.

* * *

BOTH MOTON and Washington were born in Virginia and were graduated from the Hampton Institute there—a school for Negroes and Indians founded in 1868. Before being called to establish Tuskegee, Washington was commandant at Hampton for many years. Moton as a boy lived on a wealthy planter's estate, where he early acquired a taste for culture and was taught by his mother and a young white woman, daughter of the planter. It was the interest taken in him by the two women that inspired him to become a serious student, and his chief interest soon centered in social welfare problems of his own race. After graduation he taught at Hampton for 25 years. He has been head of Tuskegee since the death of Washington in 1915.

* * *

DR. MOTON is the author of several interesting books, among them his autobiography, "Finding a Way Out," in which he traces his ancestry back to the chief of a powerful native tribe in West Africa. This chief was captured by slave traders and brought to America, where he died a slave in Virginia. Now, his distinguished descendant, Dr. Moton, is the possessor of several university honorary degrees, including those of Harvard, Oberlin and Wilberforce. He has been awarded several prizes for his work in improving relations between the white and colored races.—E. G. J.

Chattanooga, Tenn. Times
December 7, 1934

DR. MOTON WILL RETAIN TUSKEGEE LEADERSHIP

MONTGOMERY, Ala., Dec. 6 (AP).—The Alabama Journal stated today that Dr. R. R. Moton, Negro educator and principal of Tuskegee Institute, will remain at his post instead of retiring as announced some time ago.

Dr. Moton's resignation, which had been submitted on grounds of age and ill health, was not accepted by the board of trustees of the institute, the Journal stated. The health of the elderly educator, who is 67 years of age has improved recently, it was stated.

He followed Booker T. Washington as principal of Tuskegee in 1915 and since that time has become widely known as a leader of his race.

Boost Dr. W. H. Peck To Succeed Dr. Moton As Head Of Tuskegee

DETROIT, Mich., Dec. 13.—A "Peck for Tuskegee President Committee" has been formed to present Dr. William H. Peck, a leading minister of the A. M. E. Church and now pastor of Greater Bethel, here, as the successor to Dr. Robert R Moton, who recently announced his resignation as president of Tuskegee Institute. Courier 12-15-34 Pittsburgh

Dr. S. H. C. Owen has been selected general chairman, L. C. Blount vice chairman, Carlton W. Haines secretary, Walter W. Delsarte, asst secretary and Lorenzo D. Malloy president of the Detroit Tuskegee Club, treasurer. It is the plan of the committee to be augmented through the cooperation of many representative citizens throughout the city and country.

Dr. Peck is founder and president of the Booker T. Washington Trade Association, which is fundamentally an exponent of Booker T. Washington's pet idea for the solution of the Negro's economic problem. Since the announcement of the committee to the program has rapidly gained favor, not only locally but nationally as well, and the committee has been very much encouraged over the sentiment in support of Dr. Peck.

It was only after much urging that Dr. Peck finally consented to have his name mentioned in connection with the presidency of Tuskegee, as he does not represent the type that seeks honors or position but rather that class which must be sought by those interested in perpetuating the high qualifications in the presidency of Tuskegee that dominated the life and character of Booker T. Washington and Robert R. Moton.

Education - 1934

Tuskegee Institute, Comments on.

Montgomery, Ala., Advertiser
June 22, 1934

Ministers To Convene At Tuskegee Institute

TUSKEGEE INSTITUTE, ALA., June 21—(Special).—Preparations are now being made at Tuskegee Institute to entertain more than 300 ministers expected on the campus from June 25 through 29 to attend the Tuskegee Institute Ministers Conference. The discussion leaders and preachers will be leading ministers in this section of the country.

The conference is a part of the vigorous program of religious activities being undertaken by the Institute under the leadership of the chaplain, the Rev. H. V. Richardson. It will be both educational and recreational. The entire facilities for recreation and diversion will be placed at the disposal of the churchmen who attend the conference, which is expected to prove a great boon to the ministry of the South.

DR. MOTON WAS DOUBLECROSSED, CHISUM SAYS

Afro-American
Baltimore, Md.
7-7-34

Tuskegee Head "Played False" by Clark Foreman, Charge.

ICKES ILL-ADVISED ON RACE NEEDS

Everybody Being Helped but Colored.

WASHINGTON.—With the war between the two factories for and against the establishment of colored homesteads waxing more bitter, Melvin H. Chisum openly accused Clark L. Foreman, white, economic advisor on Negro affairs, of double-crossing Dr. R. R. Moton.

Mr. Chisum, in answering the version given of the controversy in last week's AFRO, said:

"It is a shame for people to misstate and distort facts as did Mr. Murchison and Clark Foreman in that story. They simply imposed upon the reporter. I never throw a stone and hide my hand."

"The fact is," Mr. Chisum said, "I have found many phases of relief where the mere word to Mr. Ickes by Clark Foreman would have brought relief; in each instance I strove to show Clark Foreman how he could justify his recommendation, he finally fell out with me because I told him that the colored man needed action and not so much 'studying.' He did not like the statement. I repeated it and told him that he and Dr. Weaver were busy studying out ways how not to release any relief money to the colored people. And that is a fact."

Charges Double-Cross

In explaining his charge of Foreman's double-crossing of Dr. Moton, Mr. Chisum said:

"At a meeting on November 2 in Washington, we voted authority to Dr. Moton to write the President suggesting a committee of eminent colored men be appointed to advise with Mr. Ickes upon the relief of the colored people.

"Dr. Moton wrote the letter to the President. The President sent the letter to Mr. Ickes for advice. Mr. Ickes sent it to Clark Foreman for his opinion and Clark Foreman recommended to Mr. Ickes that it would be better not to follow the wishes of the committee which had made the request, but instead it would be better to refer all affairs to an interdepartmental group which he, Clark Foreman, would organize and this is what was done.

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Jackson, Miss., News
July 29, 1934

Tuskegee & Washington — Moton

By Alselm J. Finch

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Since the death of Booker T. Washington, founder of Tuskegee, Dr. Moton has carried on with success the great work of his predecessor. The trustee board of Tuskegee which included such characters as Seth Low, William Baldwin, Theodore Roosevelt, and Julius Rosenwald chose wisely when it placed the tremendous responsibility of furthering the work of Dr. Washington upon the shoulders of Dr. Moton.

Both Moton and Washington were born in the state of Virginia, and received their education at Hampton, a school founded by General Samuel Chapman Armstrong, and not infrequently referred to as the "Mother of Tuskegee." Only one who was so thoroughly familiar with the work of Hampton and Tuskegee could have taken up the helm and succeeded so admirably when the whole world had been listening to Booker Washington as the leader and spokesman of his race.

Virginia has every reason to be proud of the record of her two sons of color—Booker T. Washington and Robert R. Moton.

The negro is prouder still of their achievements in the face of obstacles which would have seemed insurmountable to mediocres of life. The story of Tuskegee is the best illustration one has to offer that might prove well their contributions to humanity and civilization. From a one-room shack with one teacher, Tuskegee is today a plant worth several million dollars with over two hundred teachers and instructors.

In view of the fact that "What the Negro Thinks" has been accepted from the pen of Robert R. Moton as the leading book on race relations in t[illegible] years, we [illegible] think of "[illegible] Slavery" by Booker T. Washington as a classic that will last through the ages. "Up From Slavery" has been translated into many languages, and is considered one of the literary gems of the present day.

Well did Booker Washington say: "No race that has anything to contribute to the markets of the world is long in any degree ostracized." He also said in the same speech at Atlanta that, "No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem" Robert R. Moton, successor to Dr. Washington, said in 1916: "Let us remember, once for always, that no race that is ashamed of itself, no race that despises itself, no race that does not respect, honor and love itself, can gain the confidence and respect of other races, or will ever be truly great and useful."

Mississippians Interested

The Civil War was only able to free the negro of his physical chains. That same black man was left penniless and homeless, to live in doubt, superstition and ignorance, by the side of the man for whom he once had been a slave. It has no doubt been the work and spirit of Tuskegee, more than any other single agency, that has created for the ex-slave and his descendants a rightful place in American life.

Mississippians have even been cognizant of the uplift work being carried on at Tuskegee. In no part of the country have the struggles of Washington and Moton been more keenly felt nor more deeply appreciated. We have watched the growth of Tuskegee with pride and have cherished the opportunity to add the "widow's mite" along with the millions given by those who were more fortunate than the poor Mississippi whites and blacks who have been none the less deeply interested in the glorious success of the institution.

Tuskegee has proved to the world that the two races, despite occasional clashes, can live side by side in the South and rise to that plane of mutual helpfulness and understanding, one toward the other.

Among the outgrowths of Tuskegee now rendering worthwhile service in the South, Mississipi proudly boasts two; namely, the Prentiss Normal and Industrial Institute and the Utica Normal and Industrial Institute. In various ways these two schools, supported wholly and entirely by popular subscription, are serving as racial laboratories while preparing poor but worthy young men and women to become self-sustaining citizens. Some of the poorest whites in Mississippi have responded to the cause as represented by Prentiss and Utica.

Tuskegee graduates have helped Mississippi in her efforts to solve many delicate and technical problems. They have been patient, kind, considerate and tolerant. They have taught lessons of peace, and have advocated the spirit of hope.

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This council is made up of representatives of the leading colleges and universities of the country.

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Education - 1934

Tuskegee Institute, Comments on.

Montgomery, Ala., Advertiser
June 22, 1934

Ministers To Convene At Tuskegee Institute

TUSKEGEE INSTITUTE, ALA., June 21—(Special).—Preparations are now being made at Tuskegee Institute to entertain more than 300 ministers expected on the campus from June 25 through 29 to attend the Tuskegee Institute Ministers Conference. The discussion leaders and preachers will be leading ministers in this section of the country.

The conference is a part of the vigorous program of religious activities being undertaken by the Institute under the leadership of the chaplain, the Rev. H. V. Richardson. It will be both educational and recreational. The entire facilities for recreation and diversion will be placed at the disposal of the churchmen who attend the conference, which is expected to prove a great boon to the ministry of the South.

DR. MOTON WAS DOUBLECROSSED, CHISUM SAYS

Afro-American

Tuskegee Head "Played False" by Clark Foreman, Charge.

7-7-34

ICKES ILL-ADVISED ON RACE NEEDS

Baltimore, Md.

Everybody Being Helped but Colored.

WASHINGTON.—With the war between the two factories for and against the establishment of colored homesteads waxing more bitter, Melvin H. Chisum openly accused Clark L. Foreman, white, economic advisor on Negro affairs, of double-crossing Dr. R. R. Moton.

Mr. Chisum, in answering the version given of the controversy in last week's AFRO, said:

"It is a shame for people to misstate and distort facts as did Mr. Murchison and Clark Foreman in that story. They simply imposed upon the reporter. I never throw a stone and hide my hand."

"The fact is," Mr. Chisum said, "I have found many phases of relief where the mere word to Mr. Ickes by Clark Foreman would have brought relief; in each instance I strove to show Clark Foreman how he could justify his recommendation, he finally fell out with me because I told him that the colored man needed action and not so much 'studying.' He did not like the statement. I repeated it and told him that he and Dr. Weaver were busy studying out ways how not to release any relief money to the colored people. And that is a fact."

Charges Double-Cross

In explaining his charge of Foreman's double-crossing of Dr. Moton, Mr. Chisum said:

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"Dr. Moton wrote the letter to the President. The President sent the letter to Mr. Ickes for advice. Mr. Ickes sent it to Clark Foreman for his opinion and Clark Foreman recommended to Mr. Ickes that it would be better not to follow the wishes of the committee which had made the request, but instead it would be better to refer all affairs to an interdepartmental group which he, Clark Foreman, would organize and this is what was done.

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"The Building of Constructive Opinion for Tuskegee Institute"; "The Tuskegee of Tomorrow"; "How A Local Alumni Association Can Be Made A Vital Influence"; and "How to Vitalize Local Association."

President Thomas will deliver his annual address on Thursday evening, August 16, the theme of which will be "Taking A Long Distance Look at Tuskegee."

Business sessions of the conclave will be held at the Y. M. C. A., 3763 South Wabash avenue, with the Chicago-Tuskegee Club as host to the national body.

Seattle Youth To Enter Tuskegee

Courier
3-10-34
Pittsburg, Pa.

TUSKEGEE INST, Apr. 10th.—Cleve L. Abbott, director of athletics and head football coach, was advised today, by letter, that Kye Weymar one of the most promising Seattle high school half-backs has decided to enter Tuskegee Institute and will leave for the South immediately after graduation. Weymar will be welcomed to the squa das Coach Abbott will lose fifteen first string men by graduation ths year.

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Turning Barrels Into Chairs At Tuskegee Institute, Ala.

9-22-34
Baltimore Afro-Am



TUSKEGEE INST., Ala., Sept.—(A. N. P.)—Empty barrels are at a premium at Tuskegee Institute. Applications for barrels and kegs are at the carpenter shop and laundry for months ahead. As fast as the empty containers are available the young women of the homecrafts division of the department of Women's Industries are converting them into attractive easy chairs for their dormitory rooms. The backs are padded with cotton and the whole covered with gay cretonne. The loose seat cushion conceals the hinged door of a convenient storage compartment beneath.

At an exhibit of homecrafts lent by the department of Women's Industries at Tuskegee Institute to the Montgomery Museum of Fine Arts as a feature of the annual Spring Tea of the Montgomery Junior League, the barrel chair aroused a furore of enthusiasm among the fashionable belles of the capital city. Mrs. Jennie B. Moton is head of the department of Women's Industries at Tuskegee Institute.—(Courtesy ANP.)

—NEGRO COUNCILMAN—

OUR HANDS NEED MORE TRAINING

Cleveland
The type of education to be given will be a factor in the choice of the man who is to succeed Dr. R. R. Moton as president of Tuskegee institute. Its management can hold to the Booker T. Washington tradition or it can decide to put the stress on academic training, the same question which caused Tuskegee's founder to be charged with surrendering the greater values of general education for the training of the hand.

11-30-34

We would have Tuskegee carry out its traditional policy. To do so it will not have to forego sound academic training, as its own history has proven. But with schools everywhere doing work along the usual lines, some strong advocate must emphasize industrial training, or that essential will be left to chance and be sacrificed.

Kansas City, Mo.

The usual entry to the crafts and to business is not open to Negroes. Apprenticeships are not for them. They have few relatives in business or in trades to take them in. Especially in this era when union labor is gaining ascendency, Negroes will find themselves shut out, not necessarily because of prejudice, but because those controlling apprenticeships give preference to their own.

We admit that Tuskegee and all the other schools which give industrial training are not sufficient to prepare the Negro. But they can and do prove that Negroes are capable. They parallel the work of the scientist who at great expense produces some new value for mankind. His laboratory achievement is seized upon by business men, given mass production and turned into an article of common use. When Tuskegee graduates a printer, that one student is the all sufficient proof of Negroes' capabilities, both to workers who aspire to be like him, and to employers who must know that Negroes can do good work before they will give them a chance.

We would have Tuskegee hold fast to scholarship, but at the same time continue to assert that the world has a place for the trained hand. Some one must make answer to the one room cabin which still houses hundreds of thousands of Negroes. Some one must declare the nobil practice what its founder taught. When ty of labor so long as a myriad of un- Negroes take hold at the bottom, they kempt children are allowed to grow up asmust be capable of earning promotion, if best they can. Some one must teach truckthey are to achieve skill in crafts and sugardening and free the Negro in the Southess in business—the outward and visible from the commissary, as deadly a foe to signs of real equality. their real liberty as was the overseer with his whip before the Civil war.

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Education 1934

Tuskegee Institute, Comments on.

Educator Lauds Booker T. Washington In Tuskegee Founders' Day Address

TUSKEGEE, ALA., April 8. — (AP) — Booker T. Washington, founder of Tuskegee Institute, today was pointed to as an example for the world leaders by Dr. Thomas Jessee Jones, educational director of the Phelps-Stokes Fund, today in the annual Founders' Day address at the institute.

"Nowhere in all history," said Dr. Jones, is there a more convincing demonstration of the methods and ideals of reconciling group welfare and self-development with intergroup cooperation that the achievements of the man whose 'up from slavery' is a textbook of humanity.

"Confronted by the choice of self-determination and interracial cooperation," said Dr. Jones, "Booker Washington profoundly answered in eloquent words and dramatic demonstration that both are essential to the welfare of negro Americans and to the peace and progress of the American people."

Two objections, Dr. Jones said, Booker Washington had—the first, "self realization of his people," and the second "cultivation of cooperation."

"How amazingly did he fulfill his own ideals in the founding of this world famous Tuskegee Normal and Industrial Institute," said Dr. Jones, "which was attainment of his first objective."

Dr. Jones said that Booker Washington "had learned that no nation, no race has achieved the ideals of civilization without the aid of other races and nations.

"He saw beyond the immediate injustices into the deeper meanings of group interchanges. With supreme faith in the negroes and in others, he believed that interchanges of selfish exploitation could be superceded by cooperation on mutual interests and common service.

"Booker Washington's life and work and philosophy are an eloquent call to the leaders of the world who are committed either to a narrow and self-segregated 'nationalism' or to a vacillating futile 'internationalism.'

"The interracial adjustments of the white and colored people of America though full of errors and often of cruelty and injustice, constitute an extraordinary laboratory worthy of the careful and scientific research by statesmen who would eliminate wars and advance the welfare of mankind.

"The purpose of our interracial movements is to transform selfish desire to control and to exploit into a sincere determination to advance the mutual development of all."

Board Chairman Speaks

Dr. Jones was introduced by George Foster Peabody, noted banker and philanthropist, a visitor here for founder's day, after Peabody had been introduced himself by Dr. William Jay Schieffelin, of New York, chairman of the board of Trustees. The Tuskegee choir sang several numbers as a prelude to the exercises, which were attended by a large throng.

After the Founder's Day address, Montgomery alumni of Tuskegee laid a wreath on the grave of the founder.

Jointly with the Founder's Day ceremonies, annual sessions of the clinic at John A. Andrew Memorial Hospital began today. Dr. Samuel Chavis, of New York, is president of the clinical society.

Scores of noted physicians and surgeons from throughout the country are gathering here for the sessions of the clinic. The clinic will end next Sunday.

Members of the board of trustees of Tuskegee Institute arriving Saturday at 10:30 a.m., included Dr. William Jay Schieffelin, of New York, chairman; Mr. and Mrs. Charles E. Mason, Boston; Aleeander B. Siegel, New York; C. A. Barnett, Chicago; Dr. Walter G. Crump, New York, and H. S. Bowers, New York. Other members of the party were Dr. F. G. Balch, Boston; G. Burcham, New York; T. Clark, Boston; and W. S. Pangborn, of New York.

Mr. and Msr. William M. Scott, of Philadelphia, have been on the campus for several days.

Richard Harris, of Montgomry, is a member of the Board of Trustees.

The program for the entertainment of the trustee party began immediately upon their arrival upon the grounds. They visited the agricultural building and then returned to the old Carnegie Library to review the students marching to Tompkins Dining Hall. The trustees meeting was held at 2 p.m. in the administration building. Later in the afternoon there was an physical education program on White Hall lawn.

At 7:30 last night Attorney Rufus G. Sampson, of Chicago, class of 1914, delivered the alumni address in Logan Hall. He was followed by Dr. George W. Carver, who lectured and demonstrated concerning his most recent discoveries.

Dr. Carver was visited only the day before by persons from the Bahamas, B. W. I., for treatment and consultation relative to the peanut oil which has proved a great tissue builder in a great number of cases on record.

Peanut Oil Described

Dr. Carver, famous negro scientist, told his audience Saturday night that beneficial results had been obtained in massaging victims of infantile paralysis with an oil made from peanuts.

The negro, head of the science department at Tuskegee Institute, said, "we are seeking a cure for infantile paralysis and we feel hopeful. I do not say that we have found a cure, but we are hopeful."

One Georgia patient who was given massage treatments with the oil which Dr. Carver announced sometime ago he had discovered, showed a thigh growth of one and a half inches, a calf growth of three fourths of an inch and an arm growth of three-fourths of an inch, he said. Another patient, the negro scientist said, had a withered leg restored to apparent normalcy under the treatment.

Dr. Carver explained several grades of the oil were used in treatment of infantile paralysis and anaemia because some are too heavy for the skins of certain patients to absorb and others too light. He spoke at a trustees' program beginning ceremonies which will end tomorrow in a founder's day celebration commemorating Booker T. Washington.

The scientist also exhibited a road paving block which he had compounded of cotton and asphalt. He said it made superior roads and would wipe out the cotton surplus. It contains three-and-one-half per cent cotton.

Dr. Carver explained that he applied the oils by massaging them into the skins so they are absorbed through the veins. He said they appeared to be great energy, strength and weight builders. He told of an instance where the oil had aided an anaemic patient.

The negro scientist likewise exhibited an emulsion of peanut oil milk of bichloride of mercury and a paste of metallic mercury mulsified in peanut oil for use in treatment of a social disease. This use of the oil was only recently worked out, it was explained.

Dr. Carver presented his lecture in the form of an interview between an inquiring scientist and the Great Creator speaking the lines of both characters in his monolog.

Columbus, Ga. Enquirer-Sun
April 9, 1934

PROGRAM GIVEN AT TUSKEGEE

Tribute Paid to Booker T Washington At Founder's Day Exercises

Tuskegee, Ala., April 8—(Special) "The way of Booker T. Washington offers an avenue of escape from the wars which threaten to destroy civilization as soon as fighting strength can be attained", Dr. Thomas Jesse Jones, of New York, director of the Phelps-Stokes educational fund, said here this afternoon in the annual Founder's Day address, the principal feature of the program commemorating Booker T. Washington. He spoke in the Tuskegee Institute chapel.

Dr. Jones said that hostile unrest threatens wars between nations and that the same spirit of hostile unrest, whose keynotes are "self-determination, self-government, and self-expression, is fermenting revolutions in other countries." Dr. Jones declared that "strife and wars seem to be impending as soon as fighting strength can be attained."

"In the presence of such ominous conditions and dangerous trends what is the way of escape from our threatening dilemma?" he asked.

"Nowhere in all history is there a more convincing and impressive demonstration of the methods and ideals of reconciling group welfare and group progress with inter-group adjustment and cooperation, than that of the great founder of Tuskegee Institute. My emphatic answer is that the way of Booker T. Washington is clearly the way out of our present impending dangers. I realize fully that this is a bold assertion but I maintain that the extraordinary achievements of this unusual personality establishes the truth of my conviction.

"What were the methods and achievements for which such a sweeping claim can be correctly made? The answer appears over and over again in the two objectives to which Dr. Washington devoted his body, his mind and his soul. With elemental devotion and with rare statesmanship he sought in word and in deed to achieve the two vital objectives which he knew to be essential to the welfare of negro Americans and to the place and progress of the American people.

"The first objective was self-development, and the second was cooperation, with the material world cooperation with humanity, cooperation with divinity, the attainment of progress by means of good will. With that great religious philosopher St. Paul, he firmly believed 'that we are laborers together with God'. His experience taught him that no man liveth to himself. Self-development is half of the wheel of progress, cooperation is the other half. Both elements are necessary to genuine and permanent advancement. Dr. Washington had learned the lessons of all true historians that no race, no nation has achieved civilization without the aid of other races and nations".

Dr. Jones was introduced by George Foster Peabody, noted banker, philanthropist, a visitor here for Founder's Day. After he had been introduced by Dr. William Jay Schieffelin, of New York, chairman of the board of trustees, the famous choir sang several numbers as a prelude to the exercises, which were attended by a large throng.

After the Founder's Day address, Montgomery alumni of Tuskegee laid a wreath on the grave of the founder.

NOT WORDS BUT DEEDS.

Dr. Thomas Jesse Jones, educational director of the Phelps-Stokes Fund, in his founder's day address at Tuskegee Institute on Sunday, April 8, speaking of Booker T. Washington said among other things:

> The first of his objectives was the self-realization of colored Americans. No man has ever been more sincerely devoted to the full development of his people than Booker T. Washington. No man saw more clearly the essential elements of genuine progress. No man surpassed him in the courage, in the common sense and in the uncommon wisdom with which he struggled night and day throughout all the years of his brilliant career that the Negro people might achieve the fullness of life in material wealth, in intellectual discernment and in spiritual power.
>
> Booker Washington's devotion to the self-realization of the Negroes was no cheap emotion of words and phrases. He was a man of action, whose words took form in deeds He was the dynamic positive method of self-building rather than the condemnation of his neighbors. Not even when those neighbors were putting obstacles in his way did he bother overmuch with their wickedness and cruelty. He had no time to denounce the evils of others. He was too completely busy in the building of himself and his people.

As Dr. Jones has so well put it, Washington's devotion to the self-realization of his race was not confined to emotion of words and phrases; he was a man of action who translated words into deeds. Neither was he, in the parlance of today, a singer of the blues. He did not see how a complaining people could inspire respect and confidence within the race or the respect of others for the race. He used to maintain that the publication of our constructive accomplishments in race newspapers and magazines was far more beneficial to progress than the placing of too much emphasis on discriminations and misunderstandings between the races.

Booker T. Washington knew that races, like individuals, cannot overcome obstacles and go forward when dispirited, humble and discouraged. He also knew that "Jim Crow" laws and other forms of discrimination had been enacted into law to depress and humiliate the Negro; to enslave him mentally, and that if the Negro was to hurdle these barriers and prove to the world he was emancipated both physically and mentally, it would take more than "cheap emotion of words and phrases" to bring about the desired results.

Sentimentalism serves its purpose, but Washington knew that sentimentalism alone never could accomplish the self-realization of the colored American. Mere sentiment or words did not give to the world Tuskegee Institute. Nor was it built on hate and condemnation. Even in these trying and most difficult times the institution continues to grow in size efficiency and influence, attesting the soundness and durability of its foundation Booker T. Washington, has been dead since 1915, but his memory is as green as ever. In Tuskegee Institute he left an enduring monument—one of the wonders of the world—and an object lesson to the peoples of the world

RACIAL PREJUDICE IS SCORED BY KING

Tuskegee Institute Speaker Urges Justice And Fairness For All

TUSKEGEE INSTITUTE, ALA., May 20.—(Special)—Making a powerful plea for justice, fairness and goodwill to men of all races through the practical application of Jesus's teachings to human relationships, Dr. William P. King's baccalaureate sermon today on "Be Ye Perfect As Your Father In Heaven Is Perfect," was heard by an overflowing audience.

Dr. King declared that "however difficult, racial prejudice must be broken if we are to make advances in Christian and human relationships" and warned that "if the capitalistic system is to survive, it must have a drastic house cleaning, for every soul that is denied an opportunity to develop under the flag may become an enemy to the flag."

Dr. King, noted Methodist author and editor of the Nashville Christian Advocate, declared that no white man should bear ill will or a grudge against American negroes because their ancestors were captured and brought here by force. He said, "Racial prejudice must be broken," "there is no racial superiority," he declared pointing out that Mahatma Gandhi, a member of one of the colored races, is one of the world's greatest leaders today. "There is only individual superiority," he declared.

Anybody who mistreats the humblest or weakest endangers his chances of Heaven, for the humblest person, white or black, has an immortal soul, precious in the sight of God, Dr. King declared. He pleaded for use of the golden rule in man's dealings with his fellows.

Denouncing was a violation of the teachings of Jesus, and of the world of God, Dr. King said that "promoters of wars and exploiters of wars should be sent out to meet the first poison gas attack as a means to insure peace."

Referring to his text, Jesus's admonition to "be ye perfect even as your Father is perfect," Dr. King stated that "Jesus is telling us that our perfection must be worked out in our human relationships. Religion is what we do with our human relationships. Our application of the principles of Jesus to our dealings with our fellow-men depends upon our mystical personal relationship with God which is of prime importance.

Industrial relationships must be worked out on a fair basis among all men engaged in all industry. Dr. King warned that failure to practice Jesus's teachings will destroy the capitalistic system and jeopardize the Governments. He said the church must not fail to point the way towards this happy way of adjusting human relationships. Dr. King declared "We shall attain perfection as Jesus wishes, by sensing need of others who are not as privileged, have locked opportunity and by sharing our opportunities with the needy and underprivileged. Perfect love will be realized and the longing for fulfilment of perfect love by personal practice will thus be realized.

The invocation was delivered by Dr. J. O. Gorgan, white Methodist minister, of Union Springs. Dr. J. F. McCloud, presiding elder of the Troy District of Southern Methodist Church, read the scripture lesson.

The famous choir, at Dr. King's request, sang "Study War No More." At the end of the service a large crowd of prominent white visitors congratulated Dr. King warmly.

The annual college debate will be held Monday night. Tuesday night the Boston Trinity Church contest is to be staged. Class day exercises are set for Wednesday night at 7:30 in Logan Hall, commencement ends Thursday when President Nannie Burroughs, of the National Training School for Girls and Women, Washington, delivers the commencement address at 2 p.m., President R. R. Moton will deliver the diplomas.

Education-1934

Tuskegee Institute, Comments on.

A New Tuskegee Institute Replaces the Old in Alabama

By C. A Franklin

When our party reached Tuskegee, I found that a new institute is replacing the old. The buildings still stand which were put up with student labor, the signal proof which Booker T. Washington offered a doubting American public that Negroes would be receptive of industrial training. But to those buildings have been added others, constructed also by Negro labor, but by labor which is journeyman, not student.

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Col. and Mrs. Joseph H. Ward of the Veterans hospital were our hosts. For that reason I had a first hand observation of the smoothness with which this gigantic institution is carried along. Its operation reminded me of what I learned long years ago in the printing business: The less noise and bluster, the more work is done. I always hate to see my foreman in a sweat. Something is wrong. At the hospital the doctors, nurses, clerks and the patients are a huge family of between 1,000 and 2,000 persons, many of the patients being psychopathics though not to be recognized for that at a glance.

Doctors Have Learned

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Col. Ward attributes some of the results obtained to having put patients on the same basis as rational persons. Each ward has its radio, orderlies are kindly, persuasion takes the place of force. On the next day after our arrival Madam Katerina Jarbro, the singer who became famous in the role of Aida in a Metropolitan opera house production in New York City, sang over the hospital radio. I will tell you more of her in connection with Tuskegee institute.

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Spoke at Vespers

For some reason the school authorities thought they could make up for these two really remarkable men by using me as speaker at the vespers. I was like the old man who on being asked to change $10 thanked his questioner for the compliment. Having to speak made me unable to give full attention and therefore unable to get full satisfaction from hearing the truly wonderful singing. Remember this is the same student body from which Dawson took a chorus to New York at the opening of Radio City's Music Hall, and was the big hit. Presiding over the vespers was Dr. Lake Imes right hand man of the president whom I was to learn later is a cousin of mine, a few degrees removed. It used to be fun to me to hear two persons acknowledge introduction, talk a while, find a few friends in common, and wind up being related. I can now laugh at myself.

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Mrs. Franklin, after her graduation from Clark university at Atlanta and two special schools in Boston and New York, had begun life as a teacher at Alabama State, at Montgomery. President Trenholm and faculty insisted that our party spend a day with them. They made a gala time of it, with a trip over the city thrown in for good measure. I got a kick out of seeing the name of Bibb Graves, whom I had never heard of except as a typical southern governor, engraved over the entrance to a fine new dormitory at Alabama State. Near it stood an academic building, also new and evidently part of a general plan. They showed us vacant land which is to be built on when the grip of the depression relaxes. Beyond it lay a housing area which is already being cleared for one of the government's slum improvement projects. There is a second such improvement going on in Atlanta.

"What a Change"

The auditorium at which all our party were speakers is in the old building, which used to serve all purposes. One could exclaim with perfect truthfulness, what a change God has wrought! To persons unacquainted with race relations in the South it will come as a surprise to know that Alabama State plays its Negro opponents in the fine stadium, Cramton Bowl where Auburn and the other crack white teams play. A week after our return home, the Montgomery daily paper published a long report of the game with Tuskegee and wound up with the statement that the Alabama State's student body in honor of their victory paraded the downtown streets, and literally took the town.

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We had entered Alabama from the north, with Decatur, the scene of the Scottsboro trials, as our first stop. I saw the bridge over which the mob intended to make its way in for the purpose of ending the whole trial with a lynching. But when we bought gasoline, we were treated like other travelers, and the same treatment continued in all parts of the state. Which represents Alabama? Is it these two schools, Tuskegee and Alabama State? Is it Birmingham where Negroes stood side by side with whites in striking and doing picket duty? Is it Decatur in which Judge Horton declared one Scottsboro case no trial because public opinion influenced the jury? Or is it Scottsboro which stubbornly insists that it wants the eight Negro boys hanged even though the charges against them rest on perjured evidence?

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Thurs. 12-6-34

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"Every forward-looking plan designed for the upbuilding of this great State must have due regard for the large colored content of our population, which is steadily on the increase. Alabama's health department is fully alive to the necessity of giving due and proper regard to a basic principle of any broad health program which is that public health is for all the people—rich and poor, white and colored alike."

He presented statistics showing that three times as many negroes as white persons die of tuberculosis and urged that all possible effort be concentrated on efficient and adequate control program for both races. He said the health department was trying to do this by encouraging counties to erect small local sanatoria to care for their own needs, with the State participating in their upkeep.

Dr. Baker said pellagra and typhoid fever each kills about twice as many negroes as white people, social diseases are "10 times more frequent" among the colored race, and diseases of childhood also take a heavier toll.

Solutions Prescribed

"The wise use of knowledge and judicious use of practical agencies, tempered withal by an understanding sympathy, will make the American negro an asset alike to his own race and to his country," the health officer said. "The following may be named as several avenues of approach to this problem:

"Cooperation with health officers and health agencies to ascertain facts and determine methods of procedure; contact with State and local negro organizations to secure interest in the problem and support of measures sponsored by the State and local health officers; the training and employment of negro public health nurses; physical education, and medical, dental, nutritional and nurs-

Director Holt said the problem of re- as to race it would be my personal es- ly timate that about 40 per cent of the es State relief load is composed of negroes. al I do believe, however, that it is com- re monly recognized that the Southern n States have used Federal funds to care for the negro on relief probably as well, if not better, than other sections of the ef country. In Alabama I do not know d that we have made every effort to meet es the situation as it grows without regard no occasion to segregate relief families the ing services in the negro schools; and a lief for the negro was predominantly urban since more negroes than whites Sta only about 40 per cent of the relief loan Sta is composed of negroes. "Thus we see that the negro is a ser load," Mr. Holt said. While we have had

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"Cooperation with health officers and health agencies to ascertain facts and determine methods of procedure; contact with State and local negro organizations to secure interest in the problem and support of measures sponsored by the State and local health officers; the training and employment of negro public health nurses; physical education, and medical, dental, nutritional and nurs-

to color or creed."

Mr. Holt told of how approximately 5,900 families had been removed from relief last season through the rural rehabilitation program, and how nearly all of them now are able to feed themselves for months to come. He told of plans for the rehabilitation of 24,000 other families next year and in the succeeding years. In the efforts of the Relief Administration to aid the negro in recognizing the importance of proper diet, better living habits and self-improvement, Mr. Holt said:

"We have not gone about this in a crusading spirit. We have tried to be realistic and practical in that we realize that we cannot change in one year, or two years or in five years the habits of generations. Our contribution to the advancement in thinking and social welfare so far as the negro is concerned has not been that of a reformer, but merely that of demonstration of the fact that whatever helps some of our population helps all our population, and whatever festers in any part of the body politic is eventually bound to disease the whole....."

Negro Families Praised

Of the families on rehabilitation last season, he said, the negro families acquitted themselves creditably, many of them making excellent records.

"We ask Tuskegee Institute," he said, "to realize with us that the background of the negro of Alabama is basically agricultural, that his mind is attuned to the soil, and we think that it will, in a large measure, be from the soil that he can gain the control of his own destiny.

"We do not say that the urban life does not now mean a higher education and other advantages which it offers to the white man and negro in common, but we do say that today it is offering none of the social and economic security which, with modern intelligence and effort, may be obtained from the land.

"I think Tuskegee Institute will agree that, in the city, the negro is subject to many strong currents, only the eddies of which will reach him on his own small farm. I believe the leaders of the race, like Dr. Moton here, have for some time looked with more concern upon the diminishing amount of employment in domestic and unskilled labor on which the negro in the main has depended in the city, and the competition which he is facing in industrial employment."

Farmers Must Have Garden To Receive R. F. C. Money

TUSKEGEE INSTITUTE.—T. R. Martin, probate judge of Bullock county, who also distributes Reconstruction Finance Corporation funds in his district, told a mixed gathering assembled near Union Springs recently, that "no farmer, white or colored, who refuses to plant and cultivate a garden so that he may live partly at home during the coming winter, will get a penny of government money, nor an ounce of Red Cross flour."

Judge Martin said further that it is the aim of federal agencies to help those who have first helped themselves; and since garden seeds may be had for the mere asking, there is no reason for any farmer to be without fresh vegetables at any time in view of Alabama's mild climate.

Bullock county is one of those places in which the Negro population far exceeds that of the whites. The meeting was one session of a health tour conducted by T. M. Campbell, field agent, U. S. Department of Agriculture, and was attended by county agents and several members of the Tuskegee Institute faculty.

McKinney Is Elected Captain of Tuskegee Institute Grid Team

TUSKEGEE INSTITUTE, Ala.—(ANP)—At a meeting of the letter men of the Tuskegee institute football team today, Ben McKinney, tackle, was elected captain of the team. McKinney is a senior and his home is in Tulsa, Okla.

Edward H. Adams, senior, Gambling, La., was elected co-captain. Vivian Chagois, senior, Houston, was chosen as manager. Alvin U. Austin, senior, Cincinnati, was elected trainer, and Richard H. Harris, Jr., third year high school, Montgomery, succeeds himself as mascot.

LOSS AMOUNTS TO $60,000, MOTON SAYS

No One Injured as Second Fire in One Day Visits Institute Campus

TUSKEGEE INSTITUTE.—(A N P)—Fire of unknown origin, the second to visit the Tuskegee campus in one day, completely destroyed Douglass hall, one of the important girls' dormitories, early Saturday evening, October 7.

No one was injured, the building having been unoccupied at the time with the exception of one teacher and two students on duty. The fire occurred about 6 p. m., the hour of vesper services when Tuskegeeans were assembled in the institute chapel.

Built In 1903

Douglass hall, named in honor of Frederick Douglass, was erected in 1903 and was the most pretentious building on the campus at the time it was built. The loss was estimated by Principal R. R. Motion at $60,000. The building, completely covered by insurance, will be rebuilt immediately and will be made absolutely fire proof.

Douglass hall contained an auditorium which seated 700 persons and was the meeting place of the campus branch of the Y. W. C. A. It housed high school girls and was the home of several teachers. Douglass hall was in the heart of the girls' side of the campus.

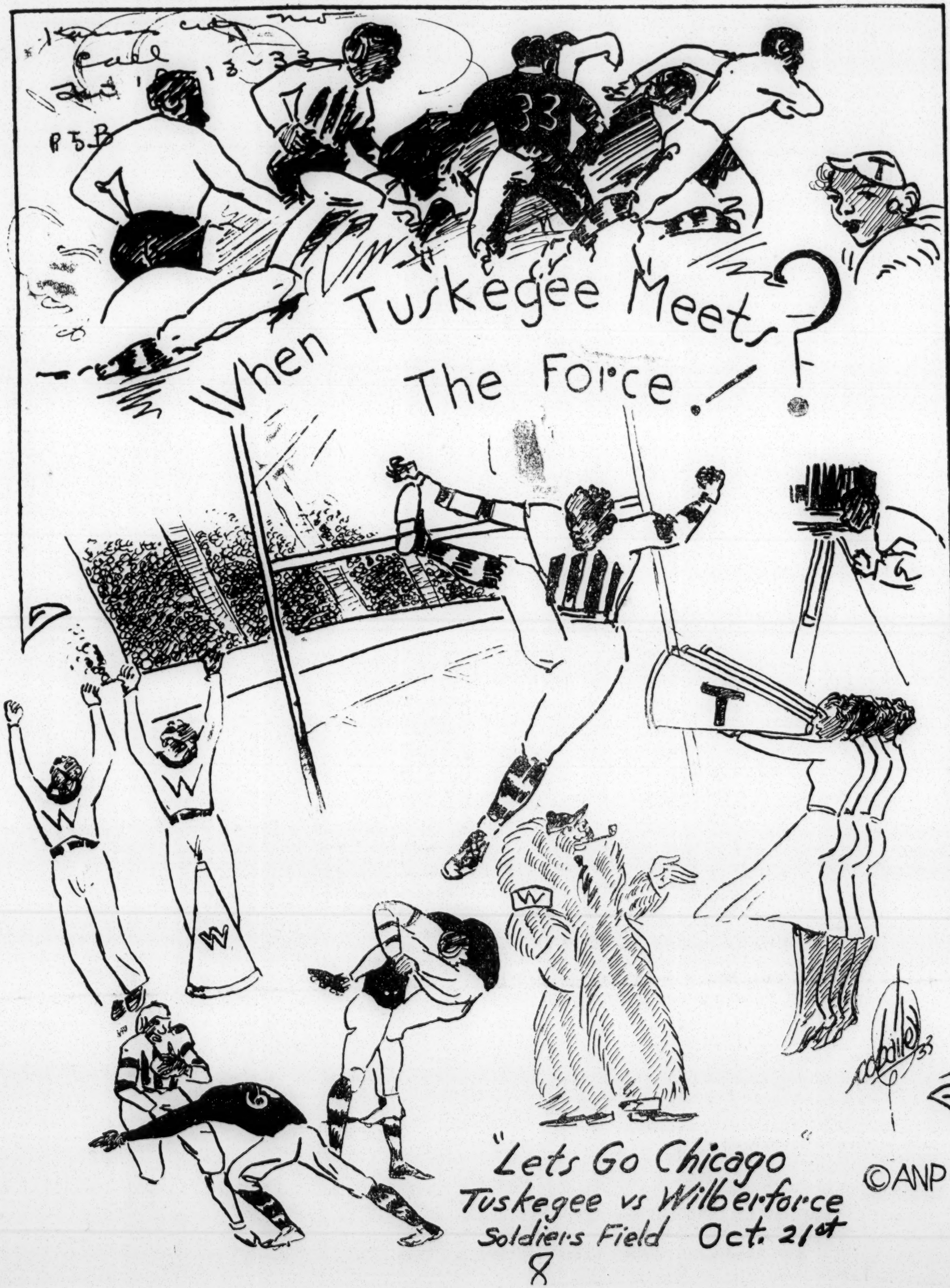
Teacher's Home Burns

As soon as the fire alarm was given, the student fire brigade rushed to the scene and efficiently emptied the dormitory of trunks and personal effects. Soon afterward the fire squad from the town of Tuskegee made its arrival, and though the flames had gained considerable headway, the fighters managed to get the blaze, which was confined to the attic and upper stories, under control to such an extent that none of the adjacent buildings were damaged at all. Fire apparatus was also sent from Opelika, Auburn, Montgomery, and the government hospital.

The loss of Douglass hall was the second sustained by Tuskegee Saturday. At five o'clock Saturday morning one of the teachers' cottages was completely destroyed, furniture and all household goods were lost. The house was occupied by William Wiley, for 20 years a member of the Institute quartet.

The Coming Gridiron Event

—By Bailey



Education- 1934
Tuskegee Institute, Comments on

TUSKEGEE TIGERS OPEN SEASON WITH VICTORY

TUSKEGEE INSTITUTE, Ala.—Tuskegee opened the football season here Friday with a well earned victory over LeMoyne college eleven of Memphis, 13-0.

Approximately 3,000 persons were present for the opening struggle, LeMoyne kicked off to Tuskegee. A few exchanged punts gave Tuskegee the ball in midfield and Cleveland, Tuskegee back, went off tackle 49 yards with perfect interference. Wingo went around left end on a reverse for the necessary nine yards and the first touchdown of the game. H. Adams kicked goal but Tuskegee was off side and the point was not allowed.

The two teams fought on about even terms during the second and third quarters, LeMoyne completing five passes for neat gains. In the third quarter LeMoyne worked the ball deep into Tuskegee's territory on two beautifully executed passes but the third pass over the goal was incomplete and the ball went over to Tuskegee.

Halfback Silvey, who has retuned to the game this year, picked up considerable yardage for Tuskegee in the fourth quarter. His line plunging stood out and near the end of the quarter went off right tackle for 21 yards and placed the ball in scoring position from which point quarterback Mobley went over from the seven-yard line. H. Adams kicked goal for the extra point and the game ended a few minutes afterwards. Final score, Tuskegee 13, LeMoyne 0.

During the first 20 minutes of play, Coach Abbott used his second string men. The weather was a little warm for football but both teams showed up well and gave the respective coaches an opportunity to work out several of their promising men.

Tuskegee plays Morris Brown of Atlanta Friday, October 13, at Legion Field, Birmingham.

Scoring touchdowns: Tuskegee: Wingo and Mobley, Points after touchdown, H. Adams 2. LeMoyne 0.

Officials: T.E. Cravens, (Clark) referee; W. Peoples, (Knoxville) umpire; M. Mosley, (Morehouse) headlinesman.

Education - 1934
Tuskegee Institute, Comments on.

Booker T.'s Shoes

Robert R. Moton, Disciple of Founder, Leaves Tuskegee

Noted Educator Was Hailed and Damned During Career

By HENRY LEE MOON.

NINETEEN years ago Tuskegee Institute faced the most momentous question in the history of the famous school. That question was: Who shall succeed Booker T. Washington as principal of the school which he founded in Alabama's Black Belt in 1881 and continued to direct until his death on November 14, 1915?

Today the question of succession is again paramount at Tuskegee Institute. The announcement last Saturday of the retirement of Robert Russa Moton, Washington's successor, has given official sanction to a discussion which unofficially has been widely carried on for the past few years.

Dr. Moton is himself noncommittal. "There must be," he said in his room at Hotel HcAlpin last Saturday morning, "half-a-dozen or more men capable of carrying on." He had managed somehow, he said, "to wobble around in Mr. Washington's shoes. And there should be no difficulty in finding someone to fit mine." He declined, however, to mention any names.

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RELAXED AS ONE freed of cumulative responsibilities, Dr. Moton talked with a strange mixture of nostalgic reluctance to give up the post and a certain relief upon contemplation of his new found leisure. He talked of many things. Of his early friendship with his predecessor and of his plan to write an interpretative study of Washington's life. Of his work at Tuskegee Institute. Of the progress of the Negro race and of race relations in the South. And of intimate little things of interest only to those who have known Tuskegee and its people.

Forty-five of his sixty-seven years he has given to public life, first as commandant of cadets at his alma mater, Hampton Institute, and during the past nineteen years as head of Tuskegee Institute. And in these years he has engaged in an even wider range of activities than did the founder of Tuskegee. He has served the government as chairman of the Mississippi Flood Advisory Commission and as head of the Commission on Education in Haiti. He is a member of the board of trustees of Tuskegee and Hampton Institutes, Fisk and Lincoln Universities. He is a charter member of the Southern Commission on Interracial Co-operation. He is president of the National Negro Business League, a vice-chairman of the National Urban League, and a director of Dunbar National Bank.

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HIS RETIREMENT, he asserts, does not mean that he is withdrawing from public life. "I do not mean to divorce myself entirely from these interests," he wrote in his letter to the board of trustees requesting retirement. "but I believe that I can better serve Tuskegee and the cause for which it stands by spending my remaining years in an atmosphere removed from the pressure of official responsibility and giving myself to the accomplishment of a few cherished objectives which I hope to make my final contribution to the cause which is dear to us all."

In the nineteen years since Dr. Moton became head of Tuskegee vast changes have been wrought affecting not merely Tuskegee, but the race, the nation and the world. A World War has been fought and won by nobody. A revolution has established a new form of government over one-sixth of the world's area. A million Negroes have migrated from the South to the North. New technics in production have been introduced and new standards established.

Meanwhile Tuskegee, too, has changed. When Major Moton was inaugurated as principal, the school was already a world famous institution. But its facilities were limited and its curriculum low. Two-thirds of the students were rated in classes below high school level. Since that time Tuskegee has projected its vocational training courses into higher spheres. Now more than half of its student body of 1,300 are pursuing courses leading to the bachelor of science degree in agriculture, home economics, education and the industrial arts. Dr. Moton found Tuskegee Institute with an endowment of $2,000,000. He is leaving it with a fund of $8,000,000, and a plant and campus to which his building program has added $2,000,000 in value.

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AND WHILE Dr. Moton has retained a substantial and loyal following in his vocational program at Tuskegee and in his advocacy of co-operation as a racial policy, like his predecessor, he has at times met with bitter opposition. He has been accused of compromising on the Negro's rights, of failing to demand a full measure of the race's citizenship rights, of accepting without challenge the white South's racial policies, of misrepresenting the plight of the Negro in this country. To these charges Dr. Moton has seldom made reply. He has chosen rather to stand by his record.

He has often been assailed for his optimism concerning improved race relations in the South. Sunday papers here quoted him as having said that conditions in the South are improving. At the time he is reported to have made this observation a mob of a thousand men, women and children were multilating and lynching a Negro in Florida and threatening to drive all Negroes out of the community. Seldom, however, has his sincerity been questioned.

In at least three important instances he has refused to yield to pressure of influential whites. First, in the face of threats of physical violence, he refused to accede to the demands of Southerners to agree to the appointment of a white staff at the Veterans Hospital for the erection of which the Institute had donated 300 acres. Again when President Hoover was trying to jam through the appointment of John J. Parker as a Supreme Court justice, Dr. Moton steadfastly refused to endorse the North Carolina politician in the face of White House pressure

Defied White House Pressure in Case of Parker Judgeship

and despite his friendly attitude towards Hoover.

More recently the president of Tuskegee Institute has been accused of advocating a lower wage scale for the Negro worker. In a letter to the Montgomery Chamber of Commerce, which was one among many Southern organizations asking his support for a wage differential, Dr. Moton wrote:

"I wouldn't like to see a program set up with the implications that the inefficiency of the Negro, whatever it may be, is a consequence of his race and color. I think there is abundant evidence in the industrial centers right here in the South, notably in Birmingham of our own state, that when Negroes are given the chance they have proved themselves as efficient as any other workers, and there are some manufacturers who feel that even more satisfactory results can be gotten with Negro labor in operations calling for skilled as well as those calling for unskilled labor."

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NOW IN HIS sixty-eighth year, Dr. Moton is about to withdraw from the active scene. Dr. Moton retires not only with the entire good wishes but against the desires of his associates at Tuskegee and the members of the board of trustees.

Dr. William Jay Schieffelin, chairman of the board of trustees, announced last Saturday that the board had taken no action on Dr. Moton's request for retirement "beyond the unanimous expression of reluctance to concur in his decision, but the insistence of Dr. Moton and a just appreciation of his long years of effective and devoted public service not only in the cause of education but in many other fields affecting the welfare and progress of our country, impels us to give his announcement the most earnest consideration."

Honors have been his aplenty. Harvard conferred upon him the master of arts degree. Williams and Oberlin Colleges, Wilberforce, Lincoln and Virginia Union Universities have placed his name upon their alumni rolls as a recipient of honorary degrees. In 1930 he received the Harmon award for outstanding contribution to better race relations. Two years ago the Spingarn Medal was awarded to him. His book, "What the Negro Thinks," published in 1929, was acclaimed as an important contribution to the literature of race relations in this country.

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HE HAS TROD in the boots of Booker T. Washington. He has guided Tuskegee along the lines laid down by the founder. He has sought to advance the school and make living less of a problem to the individual and to the two races in this country. The glamour which was Booker Washington's has not been his—can never be any other man's. But the ideal which the Sage of Tuskegee set before his disciple has been as a beacon light. How fittingly Robert Russa Moton has worn the shoes of Washington and how faithfully he has followed the light, history will tell.

Birmingham, Ala. Post
November 15, 1934

TUSKEGEE CHOIR USED IN MAGAZINE MOVIES

State Singers Make Background For 'Pathe Topics'

HOLLYOOD, Nov. 13.—(Special)—Tuskegee institute's choir supplies a background of music in a new magazine reel, "Pathe Topics," released by RKO-Radio pictures.

Richard B. Harrison, noted negro actor who played "De Lawd" in the stage presentation of "The Green Pastures," is featured in the short subject. Most of the camera work was done at Tuskegee.

The subject is titled "Up From Slavery."



Robert Russa Moton, Disciple of Booker T. Washington

WHO WILL HEAD TUSKEGEE? Ralph Matthews's recent interview with the Rev. G. Lake Imes, secretary of the institution, certainly sets forth quotations which should leave him out of the running, if perchance, he is being considered.

Before the New Deal a man like Imes would have been the logical successor to Dr. Moton. But the New Deal has done things to the world. A man whose mental calculations would allow him to conclude that putting 238 women to work by setting up a working status which dammed half a million others to long times discrimination, was an act of humanity, does not fit into the future picture.

Tuskegee must commence to demonstrate its ability to shape labor policies for the group. A man who understands that this present shift of human relations is almost as deep-seated as was the shift from chattel slavery is needed.

Had Secretary Imes lived before the Civil War he would have probably said it was best that human beings be given work as slaves rather than a few hundred have to suffer for freedom. That kind of thinking does not fit youth today. That kind of leadership must not be at the helm of Tuskegee if it can be prevented.

In this world-wide shakeup our group must seek the status of industrial equality. Nearly half a century ago, Booker T. Washington stated that Tuskegee would fit young men and women to take their rightful place in American life. If this institution has been successful in carrying out that mission, it must now begin to fight doggedly that these prepared men and women obtain it.

There should be no equivocation, no compromise of basic principles, no halfway ground nor any attempt to pacify the surviving men and women still fighting the Civil War.

No one could condemn these women if they preferred to work for discriminatory wages rather than not work at all. Thousands of women are doing that in every section of this country. But leaders like Dr. Imes should not do anything to help perpetuate this condition.

THE WASHINGTON - MOTON TRADITION AND THE SUCCESSION.

In a recent editorial comment on the announced intention of Dr. R. R. Moton to retire as principal of Tuskegee Institute, The Chicago Defender, a newspaper published by and for Negroes, strikes this surprising but refreshing note:

It is to be hoped for the sake of the institution, its purposes and objectives, that the trustees will make such selection as will be an assurance to those who contribute to the support of the institute and to those who seek intelligence in the institution that the principles established by Booker Washington and sustained to the best of his ability by Dr. Moton will be carried on.

We say "surprising" for the reason that The Defender is commonly regarded as radical and is presumed to be out of sympathy with the more moderate point of view of those Negroes and whites who prefer the Washington and Moton tradition to any other in American Negro life.

The Defender strikes a timely note, and in the opinion of The Advertiser, speaks wisely. The Advertiser would not presume to advocate any one individual for the honor of guiding Tuskegee Institute. It has no candidate.

But The Advertiser does not hesitate to say that it trusts the board of trustees will be as wise in making its third choice of a principal as it was in making its first two choices. If the board should at last falter in its duty to the Negro in the South and put a radical Negro educator in the place of Dr. Moton, it might prove irretrievable.

The Washington-Moton tradition should dictate the succession. Some man whose professional equipment is beyond question, but whose temperatment and background fit him especially for life in the Black Belt of the Deep South, where the people he is called to train must live and seek adjustment, should be chosen as principal.

Tuskegee Institute is an admirable college. It was founded by the greatest Negro that ever lived. It would be an affront to his memory and a grievous injury to God's black chillen everywhere to put a man in Washington's and Moton's place whose point of view and methods would make enemies instead of friends for Negroes.

Drakes Branch, Va., Gazette
November 15, 1934

DR. MORTON RETIRES

The Tuskegee Institute, famous Negro college in Alabama, has been fortunate in having for its first two presidents outstanding members of the race. Booker T. Washington founded the college and under his guidance it won a wide recognition. He was succeeded by Robert R. Morton, who, after nineteen years of service, is now retiring.

Both of these prominent Negro leaders labored intelligently to uplift their race and to create the proper cooperative attitude, with mutual tolerance, between the two races in the South. As he retires from Tuskegee Dr. Morton says there is now "a more kindly feeling and justice for the Negro" than ever before.

"It is not 100 percent perfect" he went on, "but neither is it in New York, or Boston or in other parts of the North. LLynchings are progressively decreasing. This may sound strange but the worse they are, the more revolting and the more abhorrent they are, the better the results. They are shocking and then more sentiment is developed agaist them.

"I think the Negro is better off in the United States than in any other country in the world, ever Africa. The Negro enjoys a higher standard of living, of education, of culture, a higher standard of civilization in America than any where, and this in spite of prejudices and disadvantages."

Dr. Morton said he did not approve of segregation of the Negro, although he thought it "the best thing as a matter of expediency in many parts of the country." He felt, however, if left alone the average Negro would go with his own people. With this "voluntary segregation," he could see no laws requiring segregation necessary.

A firm believer in the Old Testament, Dr. Morton said his philosophy for the last forty years had been "to teach men to live together." He praised the ideal of Booker T. Washington who, he said, "taught the Negro to respect the white man and the white man to consider the Negro."

Education—1934

Tuskegee Institute, Comments on.

MAJOR MOTON QUITS

IN few instances has an individual ever been called to a more farbale service under such inviting conditions as was Major Moton to the presidency of Tuskegee Institute. Booker T. Washington, a fellow Hamptonian beaten him had wrought well and laid a foundation of fine friends to a cause that had not been so favorable to the rank and file Negro educators. Students of the early school of Negro civilization and achievement recall well the early struggles of Booker Washington and Tuskegee. Tuskegee chose an unpopular field and in its march, incurred that disfavor that followed well into the twentieth century. Occasionally now, there [illegible] rumblings of those early clashes, once periodic in Tuskegee's early struggles.

Mr. Washington, a dreamer, far ahead of his time had no time to lose with the foolish empty ideas of many Negro educators of his day. He propogated the Tuskegee Idea, and around it lived to see an imperishable ideal. He covered the country, making epochal speeches and those firm friends who were to see at Tuskegee a monument erected to the credit of the greatest wizard of his time. Tuskegee might well be considered the mother of technical education in the South and wherever its name is mentioned there is never an absence of that popular applause, landing it among the leading institutions of the country. Tuskegee in Mr. Washington's time was not a college. While it carried on a technical trade school, there was much in common in its curriculum with those schools sponsoring the so-called liberal arts. It carried the trade name of "Institute" and its head, modestly wore the title of principal. In later years Tuskegee became a full-fledged college.

In 1915 when Mr. Washington was gathered unto his fathers the choice of the trustees fell upon Robert Russa Moton, as a worthy successor to Booker T. Washington. Major Moton brought to Tuskegee the high prestige of a wideawake scholar and educator.

While Major Moton inherited the goodwill and fortune of friends, so wisely laid by Mr. Washington, he has not been without the delicate problems at Tuskegee requiring skill and tact in treatment.

Mr. Washington, as spokesman for his race on subjects demanding national attention for adjustment, paved the way for his successor to occupy to a great extent a like position. Major Moton, while not the silvertongued orator, to captivate and lure into eternal peace two races right after the civil war, the shrewd diplomat to adjust to the satisfaction of both sides that rigor and rankle following his dining with the president of the United States, is the gifted artist, to point the pictures of rebuke and scorching indictment against those narrow minds that would see the Negro in a second and more intolerable slavery. He was the brave man to not allow himself to be used to the advantage of those shrewd Alabamans who sought to wrest for all times the Veterans,' hospital at Tuskegee from Negro control. He was the modest but stern martyr to defy the Ku Klux Klan when certain interests sought to intimidate him. He was the ntellectual giant to hold his own when caustic critics sought to discredit him in his early struggle at Tuskegee. Well along in years, and broken in health, he now feels that in addition to being entitled to a well earned retirement, that Tuskegee is entitled to vigorous and youthful leadership.

So in a blaze of glory, with his spurs and blade shining from a faithful service, the militant and happy warrior quits the drive.

DR. MOTON RESIGNS AS TUSKEGEE HEAD

Noted Negro Educator to End 19 Years' Service at Close of Term Next May

10-28-34

DUE TO ADVANCING YEARS

Expected to Serve as Trustee, but Hopes to Devote Much of Time to Writing.

Dr. Robert R. Moton, president of Tuskegee Institute, has resigned agter nineteen years as head of the Negro college in Alabama founded by Booker T. Washington, whom Dr. Moton succeeded.

The announcement of Dr. Moton's resignation, which was submitted at the annual meeting of the board of trustees of the institute here Friday, was made yesterday by William Jay Schieffelin, chairman of the board. Dr. Moton, who is 68 years old, will retire at the close of the current academic year next May.

Dr. Moton has been called the "elder statesman" of nearly 11,000,000 American Negroes. He has been the adviser to five Presidents and has served on several government commissions. His retirement will mark the completion of forty-five years of service in educational work, twenty-five of which were spent at Hampton Institute and nearly twenty at Tuskegee.

"I have already passed more than two years beyond the official limit for retirement set by the board for all workers at the institute," Dr. Moton said yesterday in an interview at the Hotel McAlpin. "I am no longer a young man and am convinced that the best interests of Tuskegee will be served by my retirement.

Not Severing All Ties.

"In making this decision I do not mean to divorce myself entirely from the interests to which I have given practically my whole life, but I believe that I can better serve Tuskegee and the cause for which it stands by spending my remaining years in an atmosphere removed from the pressure of official responsibility and giving myself to the accomplishment of a few cherished objectives which I hope to make my final contribution to the cause which is dear to us all."

Dr. Moton is expected to serve on the board of trustees of Tuskegee Institute, his close associates said yesterday. The Negro educator said, himself, that he would devote much of his time to writing, and that he would like to write "The Spiritual Contribution of Booker T. Washington to America and the World."

He took pains to explain to reporters, as he lay in bed at the hotel, that he was not at all ill but that it was the first time in fifty years that he had been able to remain in bed and get up when he felt like it. He later admitted that his health had not been good for the last nine months.

During the period of his career as an educator the feeling in the South toward the Negro, Dr. Moton said, had changed more than he had thought it possible. He said there was now "a more kindly feeling and justice for the Negro" than ever before.

"It is not 100 per cent perfect," he went on, "but neither is it in New York, or Boston or in other parts of the North. Lynchings are progressively decreasing. This may sound strange, but the worse they are, the more revolting and the more abhorrent they are, the better the results. They are shocking and then more sentiment is developed against them.

Negro Best Off Here.

"I think the Negro is better off in the United States than in any other country of the world, even Africa. The Negro enjoys a higher standard of living, of education, of culture, a higher standard of civilization in America than any where, and this in spite of prejudices and disadvantages."

Dr. Moton said he did not approve of segregation of the Negro, although he thought it "the best thing as a matter of expediency in many parts of the country." He felt, however, that if left alone the average Negro would go with his own people. With this "voluntary segregation," he said he could see no laws requiring segregation necessary.

A firm believer in the Old Testament, Dr. Moto said his philosophy for the last forty years had been "to teach men to live together." He praised the ideal of Booker T. Washington who, he said, "taught the Negro to respect the white man and the white man to consider the Negro."

The New Deal, Dr. Moton felt, had not been as considerate of the Negro as he had wished, but he declared "a 100 per cent endorsement" of President Roosevelt, believing that the President was doing everything in his power for the good of the country.

"I think highly of Mr. Roosevelt and of Mrs. Roosevelt," he said. "He is doing as much as any human being could do under the circumstances, and I am an independent Republican. I love Mr. Hoover, but I am glad he wasn't re-elected."

Mother Still Living.

Dr. Moton was born in Amelia County, Va. His mother is still living at the age of 84. He has two sons, one a student at Tuskegee and the other a student at the Massachusetts Conservatory of Music, and three daughters, one a teacher of music at Tuskegee, another a teacher at Hampton Institute and the youngest a high school student. His wife is a graduate of Hampton Institute, where she taught after completing her course.

In a statement issued yesterday by Mr. Schieffelin, Dr. Moton was praised for his "long years of effective and devoted public service." Referring to his resignation the statement said:

"The board took no action on the matter at this meeting beyond the unanimous expression of reluctance to concur in his decision, but the insistence of Dr. Moton and a just appreciation of his long years of effective and devoted public service, not only in the cause of education, but in many other fields affecting the progress and welfare of our country, impels us to give his announcement the most earnest consideration.

"Whatever its final action, the board will count upon Dr. Moton's continued identification with the interests of Tuskegee Institute and the advancement of the Negro race in general in whatever ways shall be congenial to him and prolong his usefulness to his people and our country."

VIEWS and REVIEWS

by GEORGE S. SCHUYLER



So much gush has been written recently about Dr. R. R. (Rus Robert) Moton, following his resignation as principal of Tuskegee Institute, that there is grave danger of the myth obscuring the man. Friendly editors and others, accepting the estimate placed upon th "Major" by white capitalists who support Negro schools but refus their graduates employment, have labored so diligently to make o this man a great leader that some people have been fooled.

Moton, far from being a great leader, is no leader at all. Worse insofar as he has had any influence among Negroes, it has been t their detriment. Since his election in 1916 to wabble around in th boots of Booker T. Washington, Dr. Moton has been a 20th centur edition of Uncle Tom, going to unnecessary lengths to demonstrat to all that he has the courage of an earthworm. Colorless, heavy, dul and uninspiring, he has been satisfactory only to the conservativ white South and the Northern Bourbons who have an abiding faitl in the necessity of industrial "education" for the Negro. Few Negroe in the South have ever looked to him for leadership or advice, an still fewer in the North—unless they were hunting a handout. Whe he was given the Spingarn Medal in 1932, a mighty chorus echoe through Aframerica, saying "Well, for cryin' out loud!"

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And then when the hysteria of the Armistice came and was passed, Dr. Moton hastened to Europe in the tow of that arch-schemer and self-appointed authority on the Negro, Thomas Jesse Jones. Bitterness was rife among the Negro troops. The American forces had almost stopped fighting the Germans in order to fight them, their supposed comrades. Every lie, every canard, every distortion of which the prejudiced white mind is capable was showered upon the heads of the Negro troops. White men whom records show conclusively to be more addicted to rape, and physiologically more fitted for it than Negroes, spread the lie that the American Negroes were rapists. White officers from Lieutenant Generals down schemed with diabolical cunning to discredit the Negro's achievements and brand him as a snivel ing coward, as though the Negro had any reason to sacrifice his life for a nation that despised him. No wonder the Negro in his heart hated many of his fellow-Americans more than he did the Germans.

Knowing the situation, as he must have known it if he knew anything at all, Dr. Moton, led around by Thomas Jesse Jones, woofed to the black troops, showering them with the same hateful platitudes voiced at Des Moines; telling them to "be modest and unassuming."

As Dr. DuBois pointed out in "The Crisis," Moton even had an opportunity to confer with Col. House and others high in the Admin istration abroad who could have altered the treatment of the Negro soldiers if told straightforwardly what they had been forced to suffer Instead, Moton hastened home to attend the annual meeting at Tus kegee!

* * *

But even though a man be loath to be brave for the sake of a whole race or an ideal, it is at least expected that he will take a stand for that which is near and dear to him. When the Veterans' Hospita was established at Tuskegee, Dr. Moton, a firm believer in jim-crowism did not seek forthrightly that the entire staff be colored, inasmuch as he and others had acquiesced in the separate colored set-up, but merely asked that six of the forty physicians on the staff be Negroes. Wha militancy was shown in the whole unhappy incident was shown by the N. A. A. C. P., not by Moton.

When it was announced that the Ku Klux Klan, as part of its campaign of terrorism, was to parade through the Tuskegee grounds, Moton ran true to form, figuratively and literally. He deserted students, faculty and school and sped hastily to confer with his white folks in the North. Everybody who recalls the disgraceful affair knows that for weeks Moton could not be found. Meantime his subordinates and charges were left to shift for themselves as best they could, surrounded by organized hate which their "leader" had eluded by a hasty one-man hegira to parts unknown.

Contrast this with the action of a man like Wallace A. Battle, Field Secretary of the American Church Institute for Negroes, but until eight years ago principal of Okolona (Miss.) Institute. One of the town Neanderthals murdered a popular Negro teacher on the very campus of the school. Instead of running away, Battle denounced the slaying and stayed on for a year or so more, giving to pupils and faculty an example of true leadership and courage while his life was in danger. Surely Tuskegee is no more savage than Okalona, Miss. Indeed, no place is any more savage than Okolona, Miss.

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And now, following the horrible murder at Marianna, Fla., where Claude Neal was tortured for twelve hours; his body stabbed 100 times and seared with hot irons, his organs severed and shoved between his teeth, his fingers, ears and toes cut off and distributed as souvenirs to the savages, Moton comes forward (see editorial Hartford "Courant," Oct. 31, 1934) and says "The worse they are, the more revolting and the more abhorrent they are, the better the results. They are shocking and then more sentiment is developed against them." In other words, let us have more torturings and lynching will soon be ended! Ye Gods!

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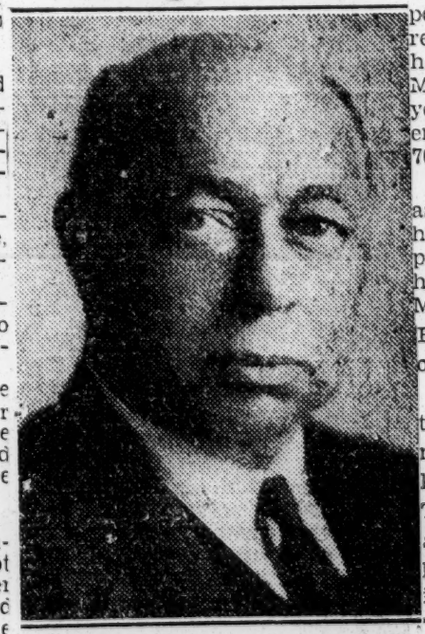
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Chairman of Trustees Says Principal Will Remain at Post

Dr. Robert R. Moton, principal of Tuskegee Institute, has not resigned from his position and is not contemplating retirement, The Amsterdam News was informed Tuesday by Dr. William Jay Schieffelin, white chairman of the Tuskegee Board of Trustees. The statement was made in refutation of the many rumors that the educator had resigned or was planning to retire because of ill health.

Dr. Schieffelin admitted that the principal had been ill last winter, but stated that he had recovered and would continue indefienitely in his position. He refused to confirm a report that the Board of Trustees had recently decided to keep Dr. Moton as principal for the next three years and retire him as president-emeritus when he reaches the age of 70.

The chairman of the board branded as a 'lie" the statements attributed to him in a Philadelphia daily newspaper Sunday in which he is alleged to have admitted the retirement of Dr. Moton, who succeeded the founder, Booker T. Washington, as principal of the Alabama training school.

Officials of Tuskegee, incensed at the retirement rumors, issued a statement last week denouncing the publication of the unfounded reports. The statement quoted the officials as saying: "Dr. Moton has just completed a marvelous building program involving millions of dollars for Tuskegee and has many new plans under way for additional new buildings as well as the furtherance of the educational program of the institution. That he will even consider retiring at this time is highly improbable."

Albon L. Holsey, president of the National C. M. A. Stores, Inc., left here Tuesday for Tuskegee where he will serve as treasurer of the institution during the summer absence of those who presided; William H. Davis, Lemuel H. Carter. Mr. Holsey served on the business staff of Tuskegee for a number of years before he accepted the C. M. A. past.

During Mr. Holsey's absence from the C. M. A. organization, the New York office and field activities of the organization will be managed by Mrs. Ferol V. Smoot. Included amongothy those who attended the Holsey testimonial dinner were James H. Hubert, William H. Davis, Lemuel Hill, Roscoe C. Bruce, Rienzi Lemus, Henri C. Rosemond, Henry Craft, Kenneth Duncan, John H. Walker and Sol Johnson. Also Mesdames William T. Andrews, Mason, Jr., R. A. Mitchell, Roy Lancaster, T. Arnold Saunders, Carita Roane, Anna Reed and Ferol V. Smoot.

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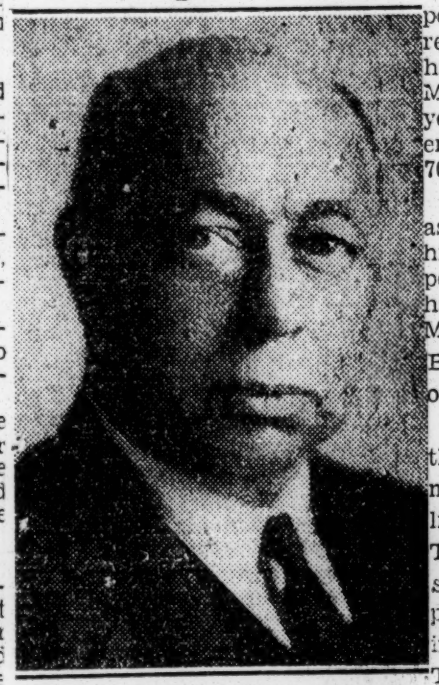
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Dr. Robert R. Moton, principal of Tuskegee Institute, has not resigned from his position and is not contemplating retirement, The Amsterdam News was informed Tuesday by Dr. William Jay Schieffelin, white chairman of the Tuskegee Board of Trustees. The statement was made in refutation of the many rumors that the educator had resigned or was planning to retire because of ill health.

Dr. Schieffelin admitted that the principal had been ill last winter, but stated that he had recovered and would continue indefienitely in his position. He refused to confirm a report that the Board of Trustees had recently decided to keep Dr. Moton as principal for the next three years and retire him as president-emeritus when he reaches the age of 70.

The chairman of the board branded as a 'lie" the statements attributed to him in a Philadelphia daily newspaper Sunday in which he is alleged to have admitted the retirement of Dr. Moton, who succeeded the founder, Booker T. Washington, as principal of the Alabama training school.

Officials of Tuskegee, incensed at the retirement rumors, issued a statement last week denouncing the publication of the unfounded reports. The statement quoted the officials as saying: "Dr. Moton has just completed a marvelous building program involving millions of dollars for Tuskegee and has many new plans under way for additional new buildings as well as the furtherance of the educational program of the institution. That he will even consider retiring at this time is highly improbable."

Albon L. Holsey, president of the National C. M. A. Stores, Inc., left here Tuesday for Tuskegee where he will serve as treasurer of the institution during the summer absence of William H. Carter. Mr. Holsey served on the business staff of Tuskegee for a number of years before he accepted the C. M. A. past.

During Mr. Holsey's absence from the C. M. A. organization, the New York office and field activities of the organization will be managed by Mrs. Ferol V. Smoot. Included those who attended the Holsey testimonial dinner were James H. Hubert.

who presided; William H. Davis, Lemuel Foster, William T. Andrews, Major A. Hill, Roscoe C. Bruce, Rienzi Lemus, Henri C. Rosemond, Henry Craft, Kenneth Duncan, John H. Walker and Sol Johnson. Also Mesdames Clara B. Bruce, Carol Thomas, Dorothy Saunders, Carita Roane, Anna V. Smoot.

City Council Passes Resolution Expressing Highest Regard For Dr. R. R. Moton As President Of The Tuskegee Institute

At a regular meeting of the City Council of Tuskegee, Alabama, held on June 12, 1934, Councilmen L. W. Wilkerson and J. R. Rush were appointed to draft suitable Resolutions regarding the reported rumor that Dr. R. R. Moton, President of Tuskegee Normal and Industrial Institute, because of bad health, was contemplating resigning his position as such official at said Institute. The Resolution as drawn, was submitted to the Council, approved and unanimously adopted, and is as follows:

RESOLUTION

WHEREAS, it is reported that Dr. R. R. Moton, because of bad health at this time, is considering sending in his resignation as President of Tuskegee Normal and Industrial Institute, for action on the part of the Trustees at the Regular Meeting to be held in October. And,

WHEREAS, the City Council is of the opinion that the said rumor is unfounded, and that the condition of Dr. Moton's health is not such as to cause any such action on his part, and that no resignation will be tendered by Dr. Moton to be voted on by the Trustees at the October Meeting. And,

WHEREAS, it is a fact that the said rumor has reached the ears of many citizens of the community and has disturbed our citizenship to the extent that the Council deems it proper and wise to put itself on record regarding the City's attitude and feelings towards Dr. R. R. Moton, his record, and his relations with the citizenship of the City and County generally.

NOW THEREFORE, BE IT RESOLVED BY THE CITY COUNCIL, as follows:

FIRST: It is the sincere hope of the citizenship of the City of Tuskegee that the said rumor as regards the physical condition of Dr. R. R. Moton is unfounded, and that the reported suggestion as to Dr. Moton considering handing in his resignation is without basis of fact.

SECOND: That it is the sincere hope and wish of the citizenship of this community that Dr. Moton be restored to good, normal, health during the summer, so that he may carry on his work for the ensuing year, and for many years to come, in the same satisfactory and splendid manner that he has done during the past eighteen years or more that he has served as Principal or President of Tuskegee Institute.

THIRD: That it is the general belief of our people that Dr. R. R. Moton has filled the position left vacant through the death of Dr. Booker T. Washington, in such manner as to win the approval, not only of the Board of Trustees of the Institute, but of the intelligent, honest, and patriotic citizenship of the State of Alabama and of this country as a whole. His administration of the affairs of the Institute from an executive standpoint has been marked with success; the equipment and facilities for educational purposes have been greatly enlarged and increased; costly and magnificent buildings have been erected, and extensive improvements have been made in the buildings and grounds of the Institute. The things accomplished in the way of increased valuation in the physical properties of the Institute, the growth of the Endowment Fund established and perpetuated for present and future development and expansion, and the greatly increased opportunities for educational advantages to the people of his race, have all demonstrated, in the highest degree, his executive ability, and the splendid ideals and patriotic impulses that prompted Dr. Moton in the administration of the affairs of this great Institution.

RESOLVED, further, that, in consideration of the above the Mayor and Council of the city of Tuskegee, the citizenship of the community and county generally, advise Dr. Moton, that they want him to continue on as President of Tuskegee Institute; that they have confidence in his judgment, and have trust in his desire to do the right thing at all times with due regard to the effect that such action on his part may have on the two races living side by side in this community. Having demonstrated his capacity, his ability, and his trustworthiness, the people here would sincerely regret to see any one else put in his place, and the people know of no other man of his race in this country who would be acceptable so long as Dr. Moton is physically able to carry on the work.

RESOLVED, further, that public notice be given this Resolution, and that a copy be published in The Tuskegee News, a copy recorded in the Minutes of the Council, and that the original be sent to Dr. R. R. Moton as an expression of the people of Tuskegee of thir high regard for him and his work.

G. B. EDWARDS,
Mayor, City of Tuskegee.

ATTEST:
J. D. RANDALL,
Clerk, City of Tuskegee.

Dr. Moton Blamed for Chisum's Attack on Clark Foreman

Question Also Raised Why Should Tuskegee, Without Any Nearby Industrial Center, Ask for a Homestead Project?

By ROY ELLIS

WASHINGTON, D.C.—The reason why the subsistence homestead division of the United States Department of Interior has not approved any projects for colored people is the fact that the directors and supervisors cannot definitely, or will not positively, make up their minds whether they shall establish bi-racial or segregated units.

Moreover, Dr. Bruce L. Melvin and not Dr. Clark Foreman, has shelved the homestead projects for colored. Dr. Foreman, accused by Melvin Chisum of shelving all projects for colored. is only an advisor to the secretary of the Interior Department, with no power to initiate or shelve any projects that are contemplated in the department. However, Mr. Chisum's statement is true in part.

Homestead Projects Shelved

The proposed projects for colored in the division of subsistence homesteads, with the exception of the one for Tuskegee, have been shelved, but not by Dr. Foreman. Dr. Melvin, apparently a white Southerner in attitude, chief of the section for colored, has been working ardently for the past ten months getting only the Tuskegee project approved, while the division according to daily press releases has approved about 46 projects for whites at a total outlay of almost 20 millions of the 25 millions appropriated by Congress for this work.

Chisum Supports Segregation

It would appear that the chief obstacle is Melvin, who is opposed to all projects for colored except those to be located in the various sections of the South. It is the information of the writer that Melvin Chisum and Robert R. Moton have been baited into endorsing and supporting this vicious program. It is further reported that Chisum is seeking an appointment in Melvin's segregated section, where colored workers are screened off from the white workers of the section, and it seems that Moton has been promised a $200,000 plum in the form of a subsistence unit at Tuskegee.

In some respects, it savors of "sour grapes" for anyone to charge that the supervisors in the office of the subsistence homestead division are hirelings of Dr. Foreman, or anyone else who has planned or is plotting a raw deal for the group under the New Deal. The opinion of Robert R. Moton, to the contrary, the writer firmly believes that it is the duty of the Federal government to place upon a homestead project any applicant who may qualify, regardless of his racial identity.

Moton Retards Recovery

It would seem that Dr. Moton and others of his type do more to retard recovery in the race than anyone else. In the race's fight for recognition as citizens we expect to be handicapped by the prejudiced impositions of the white Southerner. but we do not look for. nor do we appreciate, the uncalled for. unwarranted meddling and interference of the Motons and others who would make our problems increasingly difficult and insoluble. Moton has taken a just and deserved whipping from the code authorities as a result of his recommendation of wage differentials for the colored workers of the South, and the astounding aspect of the whole situation is that some government administrators actually accept Moton as a leader of the race.

Let the star in Moton's crown shine brightly for what he may have done for Tuskegee Institute, but let us not forget that Tuskegee is in the state of Alabama, and that millions of colored persons inhabit the other sections of the United States. It may be that Dr. Moton has outlived his usefulness in the interest of the race. If such be the case, let us thank him for his many years of kind deeds and contributions and wish him adieu and Godspeed. His tendencies, motives and interests are not consistent with the trend of present-day thought.

Why Tuskegee for Homesteads?

With all due regard for Tuskegee Institute, it is difficult to understand by the greatest stretch of imagination how and why Tuskegee should have been selected for the original site for a colored homestead project. We have no industrial center located in proximity to Tuskegee which would satisfy the conditions as required under the letter or purport of the law and regulations governing subsistence projects. It would have been more prudent and more advantageous to have chosen one of the sites located in the Northern industrial centers which have become the termini of the migration from the South for the last eighteen years.

Information discloses that some of the officials of the Interior Department are decidedly in favor of bi-racial projects, and the continued, insistent demands made to supplement the already existing tendency of some individuals to promote segregated units, is a discouraging circumstance which can result only in retardation. Already eighty per cent of the total appropriation for subsistence homestead projects has been allocated, and to date the race has not benefited one iota. Study has been made of sixteen projects, so-called colored projects, but outside of Tuskegee, not one has been approved, and actual construction has not begun at Tuskegee.

Total Fund Nearly Expended

If we cannot secure a definite determination in the near future as to just when and where the group will fit into the scheme of subsistence homesteads, it will not be surprising to see the total fund expended before it gets anything. It is exceedingly regrettable that Dr. Moton and others have in their judgment found it advisable to further complicate and enmesh the problem, and it is equally as lamentable that Mr. Chisum has given circulation to his mis-information, and has seen fit to place in an unfavorable light persons who are not responsible for the situation now existing in the subsistence homestead division. How much more helpful it would have been had they directed their energies toward the end of securing early approvals for projects which would have aided the race.

Education—1934

Tuskegee Institute, Comments on,

Dr. Moton Will Retire As Active Head of Tuskegee Inst. in May; To Be Elected President Emeritus

By LESTER A. WALTON

After May, 1935, Dr. Robert R. Moton will be President Emeritus of Tuskegee Institute.

The noted educator and adviser to five Presidents of the United States gave notice of his intention to retire as active head of the famous school founded by Booker T. Washington at the annual meeting of the Board of Trustees held in new York Friday, October 26.

No action was taken by the board on Dr. Moton's resignation. Sixty-eight years old, it had been the hope of the trustees and the educator's host of friends that he continue to serve as administrative chief of the world's best-known Negro educational institution until he reached seventy.

A statement issued by Dr. Willian Jay Schieffelin, chairman of the board, relative to Dr. Moton's resignation, said:

"The board took no action on the matter at this meeting beyond the unanimous expression of reluctance to concur in his decision, but the insistence of Dr. Moton and a just appreciation of his long years of effective and devoted public service, not only in the cause of education, but in many other fields affecting the progress and welfare of our country, impel us to give his announcement the most earnest consideration.

"Whatever its final action, the board will count upon Dr. Moton's continued identification with the interests of Tuskegee Institute and the advancement of the Negro race in general in whatever ways shall be congenial to him and prolong his usefulness to his people and our country."

There is every indication that despite the trustees' admitted reluctance in accepting Dr. Moton's resignation, to take effect at the close of the current academic year, they will adhere to his wishes. He will be elected President Emeritus of Tuskegee Institute and available whenever his counsel is needed on matters of importance.

Will Continue To Serve Institute

Dr. Moton is quoted as saying he has no intention of entirely severing his connections with Tuskegee Institute, to whose interests and development he had devoted nineteen years of his life. In all likelihood he will give no little time and attention to enlarging the school's endowment fund. His advice will be given gladly whenever sought either by board or faculty.

Dr. Moton's announced intention of resigning as president of Tuskegee Institute came as a big surprise. Before leaving Tuskegee Institute for the North he had conferred with Mrs. Moton and other members of his household, who urged him to retire. After visiting his 84-year-old mother in Philadelphia and learning that she favored such a step he came to New York with his mind fully made up to tender his resignation. He did not consult any members of the board or intimate friends, knowing full well what their reaction would be.

When Dr. Moton left his Virginia home at Capahosic in August for Tuskegee Institute he was enjoying good health. Physicians pronounced him in excellent condition. He had not been back in Alabama two weeks before the exacting duties of office detail proved irksome and exceedingly fatiguing. His appetite became poor. He did not sleep well at nights and began to lose weight. Having had a similar experience upon his return to Tuskegee after a previous vacation at Capahosic, Mr. Moton decided that his retirement would be the best thing for all concerned.

Dr Moton Gives Interview

Interviewed by newspapermen at the Hotel McAlpin Dr. Moton said: "I have already passed more than two years beyond the official limit for retirement set by the board for all workers at the institute. I am no longer a young man and am convinced that the best interests of Tuskegee will be served by my retirement. In making this decision I do not mean to divorce myself entirely from the interests to which I have given practically my whole life, but I believe I can better serve Tuskegee and the cause for which it stands by spending my remaining years in an atmosphere removed from the pressure of official responsibility and giving myself to the accomplishment of a few cherished objectives which I hope to make my final contribution to the cause which is so dear to us all."

Dr. Moton hopes to write "The Spiritual Contribution of Booker T. Washington to America and the World."

Building New Home In Virginia

The Moton's are building a nineteen-room house of Colonial architecture on their property at Capahosic, Va., where Dr. Moton is expected to spend much of his time. He is never happier than when boating and fishing on the York River which flows past his home.

Dr. Moton's retirement will mark the completion of forty-five years of service in educational work. Twenty-five years were spent at Hampton Institute, resigning as commandant nearly twenty years ago to succeed Booker T. Washington. The Presidency of Tuskegee Institute is generally regarded as the most outstanding as well as the most difficult position held by a Negro. Because Tuskegeee's influence extends beyond the campus boundaries, playing a commanding and conspicuous part in interracial and intraracial relations, the presidency carries with it an acknowledged leadership. Dr. Moton is said to have more influential contacts than any Negro living. Sometimes called the "elder statesman of his race in America," his judgment and opinions are invited and held in high esteem by white and colored people.

WASHINGTON AND MOTON

Booker T. Washington and Robert R. Moton were ideal men to serve their black brothers and sisters in their respective times.

Washington was preeminently the pioneer, the founder, the creator, the pacesetter.

Moton is, like Washington, a philosopher—what Negro is not a philosopher?—the careful administrator, the far-seeing leader of those whose destiny demand wisdom, poise and character in their leaders.

The problem of Washington and Moton was to establish a great institution of learning in the Black Belt of the deep South and make white people like it. This they achieved. They created an institution for the advancement of their kind which is of great credit to the latter, and also a source of pride to white Alabamians.

Tuskegee Institute is a monument alike to Washington and Moton. They performed their ministry with rare brilliancy, tact and good taste. They won and held the good will and the confidence of white people, they provided a continuing inspiration to a vast group which for all its ambition and courage nevertheless undoubtedly is under-privileged.

Dr. Moton was an admirable successor to Dr. Washington. His career as educator, philosopher and paternal adviser, has been highly creditable to him.

The Advertiser, which early acquired high regard for the wisdom and character of Dr. Moton, learns with regret that he has decided to retire as chief of Tuskegee Institute.

He is 68 and in poor health. We are glad that he is 68 and so is enriched by the wisdom which many years cram into the mind of a man who can receive wisdom, but we are sorry taht he is not in good health.

We are sorry that he must, in justice to himself, retire. The Advertiser wishes him to know that it is on his side.

But Tuskegee Institute has not been abandoned to its fate. Others, trained in the higher traditions of civilization, will come into the succession, and, if they are as wise as those who have gone before, will yet make it necessary for a lot of money to be spent to put up a third monument in the Black Belt town of Tuskegee.

PHILADELPHIA, PA.
BULLETIN

OCT 30 1934

DR. MOTON'S RETIREMENT

Dr. Robert R. Moton, who has resigned as head of Tuskegee, from the presidency of which he will retire at the end of the academic year, had the difficult task of carrying on there after the death of Booker T. Washington. The progress of Tuskegee since and the steady widening under Dr. Moton's leadership of adhesion to the principles for which it stands as to Negro education and to interracial relations are abundant evidence that the right successor was chosen when the Founder passed on.

Tuskegee stands for the idea that the Negro can best contribute to his own advancement both materially and in the things of the mind and the spirit, by becoming a self-supporting member of society, self-respecting and respected by others. It has combatted the notion that there is any necessary antagonism of interest or feeling between the two races, and its work has at all times had the hearty support of the best elements of the white South, as well as of the friends of the Negro in the North.

In his progress the Negro has had many setbacks. Every now and then he is disheartened by horrifying mob outrages against members of his race and his advance toward economic independence has been sadly interrupted by depression, whose effects have been particularly hard on his people. Yet men like Dr. Moton are optimists as to the future with all their frank recognition of present handicaps.

While continuing to serve on the board of Tuskegee and to interest himself actively in the progress of the race, Dr. Moton thinks it best to give place in the presidency to a younger man. It is the mission of Tuskegee and other institutions that work in its spirit to train leaders, and the certainty that competent men will be found to carry on as their elders retire is the crowning proof of the lasting value of their work.

Birmingham, Ala., News
October 29, 1934

Dr. Moton's Resignation As Head Of Tuskegee Institute

Dr. Robert R. Moton has announced his resignation as president of Tuskegee Institute, giving as his reasons ill health and his belief that "a change is wholesome." His wish to retire comes as a surprise and as something profoundly regrettable. His resignation is not yet final, since it has not yet been accepted by the board of trustees of the institution. If it is accepted, it will become effective May 31, 1935.

Naturally, Dr. Moton's wish to retire is to be respected, especially since he has been in poor health for nine months. Yet one cannot help but hope that the board of trustees will make every reasonable effort to prevail on him to remain as head of the school, and that in the meantime his health will improve sufficiently to enable him to continue in the post.

Evidently ill health is the real reason for Dr. Moton's wishing to retire. He speaks of wanting to step out because of his age, and because he believes "it is just as well to fade out of the picture and let younger people take charge, as a change is wholesome." But Dr. Moton is still in his 60s, and for an educator that is not so great an age as to call for retirement.

Dr. Moton has been the head of Tuskegee for 19 years, having succeeded Booker T. Washington in 1915. He has carried on well in the traditions of the founder of Tuskegee Institute, and has done a fine job in the position in every respect. Besides his contributions to the progress of the Negro race, and to the general good of society, in his capacity as president of the institution, he has, like Booker T. Washington before him, written books of real worth, calculated to improve the relations between the races. Just now his leadership is particularly needed, and it will be unfortunate if he steps out at Tuskegee Institute. It is to be hoped that his health will so improve as to make him willing and able to continue his distinguished work.

Charlotte, N. C. Observer
October 30, 1934

DR. MOTON RETIRES.

BOOKER WASHINGTON, founder of Tuskegee Institute, in Alabama, was succeeded by one competent to carry on the work as WASHINGTON had established and maintained it, in the person of DR. ROBERT MOTON, who has served as president of that institution for the past 20 years. During that period, DR. MOTON has made enviable reputation for intelligent application to his duties and for conservative policies. He followed as nearly as possible in the footsteps of BOOKER WASHINGTON, an educator who won the respect of the people of the whole country. Tuskegee will be playing in great good fortune if the coming president should prove of the same caliber as WASHINGTON and MOTON.

MAJOR MOTON RESIGNS

The resignation of Major R. R. Motor as president of Tuskegee institute is an unwelcome piece of news. He has been in poor health for years and for that reason his service has been given at a sacrifice. While no reason has been stated for his giving up his post, the probabilities are that he has gone his limit.

Major Moton was successor to Booker T. Washington, founder of Tuskegee. The preeminence of his predecessor in the field or industrial education and race leadership made him a hard man to follow. It is therefore highly creditable to Moton that he has won a name in his own right in the identical work. For nineteen years his has been the voice most listened to for statements of the Negro's aims. He has shown vision and courage. He has been singularly sane, in spite of the difficulties of being steady and sensible when the center of all eyes. May his health permit him many years of life in which to contemplate the advance of his people for whom he has been a capable guide these nineteen years of his presidency at Tuskegee.

DR. MOTON LEAVES TUSKEGEE

Defender 11-3-34

After many rumors, reports, denials and issuing of manifestos, et cetera, Dr. Robert Russa Moton, according to latest Associated Negro Press releases, has resigned as principal of Tuskegee Institute, Alabama, an administrative, educational, portfolio which he had filled with credit and distinction since assuming the place upon the passing of the lamented Dr. Booker Taliaferro Washington in 1915.

Houston, Texas

For nearly 20 years Dr. Moton has guided this famous institution of learning and during his administration the work which was begun by Dr. Washington was carried forth to a most successfull culmination by Dr. Moton.

Tuskegee enjoyed its greatest era of material progress and expansion under Dr. Moton, just as it reaped its greatest spiritual headway under the dynamic leadership of its founder and original head, Dr. Washington.

When Dr. Moton became the titular head of Tuskegee it was lacking in endowment and adequate buildings and equipment to meet the growing needs and increasing exactions occasioned by larger enrollments.

In the manner so characteristic of the man, Dr. Moton set out to obtain a larger endowment for the school and success attended his efforts to such an extent that today Tuskegee is about the most richly endowed institution of learning in the United States for colored youths exclusively.

Not only did he pick up Dr. Washington's mantle as educational leader at Tuskegee and of the South, but he also succeeded the lamented chieftain as president of the National Negro Business League, and at times served as political referee and advisor to the presidents of the United States on questions and appointments affecting colored Americans.

Although many have differed with his course of procedure along some lines, candor forces all to admit that Dr. Moton has proved himself a worthy successor to Dr. Washington in his own right, and that in him the race and nation have a leader of courage, sanity and resourcefulness.

No announcement of Dr. Moton's successor has yet been made by the board of trustees, and the friends of Tuskegee in particular and Negro education in general are hopeful that a worthy person will be selected to direct the executive and administrative affairs at this great educational institution.

Having labored incessantly and unselfishly for the race and social fabric for many years, Dr. Moton is entitled to some modicum of rest during his declining years, and The Defender wishes for him long life and the many blessings which he so richly deserves.

NOMINATING TUSKEGEE'S HEAD

To the Editor of The Telegraph:

I noticed from the various publications that Dr. R. R. Moton has resigned as president of Tuskegee Institute and Dr. A. Peck of Detroit, Mich., is being discussed as his successor.

I feel that Dr. B. F. Hubert, A. B., A. M., PH. D., president of Georgia State Industrial College, Savannah, Ga., would be the right man for the president. First, Tuskegee Institute is an Industrial Institution. It needs a man of that type. Dr. Hubert was head of the agriculture department when elected to Georgia State College. He is one of the most outstanding men of his race and he has put Georgia State College on the map as one of the leading colleges of the United States.

Dr. Hubert is the founder and owner of the Log Cabin Community Center, Hancock county, Sparta, Ga. That is the first and only one of its kind in the South. He also operated a creditable summer school there every summer.

When Booker T. Washington died, they went back to the school where he came from (Hampton Institute) to get a man to fill his place. Since Dr. Hubert was head of the agricultural department of Tuskegee Institute, and Dr. Moton is coming down, why not get Dr. Hubert for the president of the school.

Tuskegee Institute is in the Southern states, and it needs a Southern man for its leader. The Northern people are far different from the Southern people; that means that if Tuskegee gets a Northern man the school would have to be re-arranged. Since Dr. Hubert is a Georgia man, born and reared in Georgia, that would mean the right man in the right place.

H. J. KENKINS,
Principal of the Eatonton High School (Colored.)

Education—1934 I

Tuskegee Institute, Comments on.

WHAT MUST TUSKEGEE'S NEW PRINCIPAL BE LIKE?

Afro American



BOOKER T. WASHINGTON



ROBERT R. MOTON

Alabama views Tuskegee as White House of mythical Black America. More problems of industry, and social controversies referred to Moton than to Roosevelt. Did Moton adhere too rigidly to the precepts of Booker T. Washington? What has been accomplished in racial adjustment during his 19-year tenure? Will Black America accept or renounce Alabama's handpicked leadership? 11-10-34

By RALPH MATTHEWS

TUSKEGEE, Ala. — With the campus of Tuskegee Institute still in a state of, suppressed excitement following word that Dr. R. R. Moton has tendered his resignation as principal, speculation is rife as to who will fill the vacancy.

To the institution itself, the state of Alabama and the Southland as a whole, this is no trivial matter that can be taken lightly. The principalship of Tuskegee is not looked upon in the light of a mere job to be taken over by any individual schooled in the arts of pedagogy. This job entails something more than the mere business of educating rural youth, the mere administration of a great institution. It is one steeped in tradition and to the Southland, both white and black alike, it is symbolically akin to a royal dynasty founded by the late Booker T. Washington, and perpetuated in the retiring incumbent.

Tuskegee, to the lower strata of black folk and certain elements of whites, is the executive mansion of a mythical black United States, and its head is comparable to the President of the white United States, which the Nordics of this section keep as rigidly apart mentally as they do their physical lives by the enforcement of jim-crow laws.

Is Clearing House

Problems of industry, health, social conditions and other issues involving the two races are referred to Tuskegee for solution with much more frequency than they are referred to Washington. Manufacturers, plantation owners, captains of industry, municipalities, seek the aid and approval of Tuskegee in many more projects of race adjustment than the outside world dared dream of.

The opinions, attitudes, approval or disapproval of Tuskegee on issues concerning race relations play an influential part in the everyday life of the races in this section of the country, and it is imperative that the holder of this mythical presidency be a man of high character, not afraid to stand up for the principles that will make the Southland a better place for those upon whose backs it is supported to live.

After 19 Years

In the light of this appraisal one naturally asks what influence has the out-going official had on the Southland? Has Alabama grown infinitely better during the nineteen years that Dr. Moton has held his exalted post? Have the living standards of the black citizens been raised? Have the prejudices of whites in Alabama and Georgia, which also comes under the immediate influence of this institution, been altered through the processes of education to the point where intolerance has been reduced? The Scottsboro and Herndon cases can be cited as forceful argument to the contrary. Lynchings, segregation, discriminations, disfranchisement and other American evils are just as pronounced today as they were when Booker T. Washington called Major Moton to his death-bed and entrusted him with the future of Tuskegee and the welfare of the people who looked to him for guidance and to Tuskegee for light; but can we say he has failed?

Kept Booker T.'s Course

Close students of the man here are of a different opinion. Those closely associated with him point out that he has kept rigidly to the course laid out by Booker T. Washington as the principle upon which the race problem must be solved—that is, the race should not move faster than the Southern white man can keep up with him. That the progress of the two races towards a better understanding must be a mutual progress through the processes of sympathetic cooperation instead of by methods of antagonism.

The question now arises, did Dr. Moton, in his efforts to adhere to the program of Tuskegee, as conceived by Booker T., move too slowly for the present generation?

Could he have, by exhibiting a more militant attitude, by demanding more and condescending less, left a different picture in the South upon his retirement than he found there? Could he have speeded up the social education of the white by whipping his own race on to higher standards and greater manliness, politically and otherwise?

Moton Defended

To this his supporters answer that Dr. Moton has a keener intellect, a finer sense of righteousness than most men of his race and has a peculiar faculty for weighing the consequences of his decisions. They say he has a far-reaching vision that determines his actions and as a result he has avoided many pitfalls that would have led other men of less discernment into difficulties that would have brought dire consequences to the institution and to themselves.

Other men, it is pointed out, might have done more. Other men might have made a different approach. Other men might have acted just opposite to him, but for his own particular career, for his own particular contribution to America, no man could have played the role that Moton played better than Moton, it is contended.

Ku Klux Case

As a defense of his heroism, his friends point with pride to his attitude on the Veterans' Hospital, where, in the face of Ku Klux threats and personal danger, he held out for an all-colored medical staff when crackers demanded an all-white personnel.

They point with pride to his book, "What a Negro Thinks," which contains an entirely different philosophy to that propounded by the late Booker T. Washington, and they contend that while in the administration of Tuskegee he let the founder be his guide, his own personal reactions to race problems were more advanced.

He is said to have maintained that:

"I put my race along with my religion. I cannot be true to America and my flag unless I am true to my race."

On the race question, he maintained that:

"It is possible for us to live together, work together, prosper together, without doing violence to the highest ideals of either race."

This is quite different to the contention of Dr. Washington, who contended that:

"In all things purely social, we can be as separate as the fingers yet one as the hand in all things essential to mutual progress. The wisest among my race understand that agitation for social equality is the extremist folly."

On Intermarriage

As late as 1933, however, we find Dr. Moton almost falling into the same pit of conservatism when he declared:

"Negroes are not asking for inter-mariage with whites. They are absolutely opposed to it."

Believers in the healing balm of amalgamation as a cure for our problems know only too well that the demand for social equality, the right to intermingle, the privilege to enjoy the institutions of America, carry with it the inevitable union between male and female, which grows out of the natural processes of selection based on physical and social attraction.

Let us assume for the moment that Tuskegee is the strategic point in race relations and there are bounteous arguments to substantiate its claim.

Tradition

There is first tradition which is a powerful influence on nations and people that cannot be brushed aside too lightly.

There is also the fact that Booker T.'s panaceas for our social ills, although not concurred in by many, at least represent a definite philosophy, a well-circumscribed, if not wholly successful, plan of adjustment; one that advocates an industrial approach to amicable living in contrast to a more classical and exalted solution—a philosophy built on labor instead of brains which aims to make that labor more exalted by making it more efficient; to make it more honorable by making it more self-respecting; to make it an art instead of a scourge by placing it on a plane which seeks to coordinate the physical and the mental.

Let us confess that no other form of leadership has been accepted with any completeness by either race.

Howard University

Howard University and its president, representing another school of thought, opposed to the Tuskegee idea, cannot command the same position that the Alabama school holds because: first, Dr. Mordecai Johnson has not been in office long enough to combat the traditional advantages of Tuskegee and secondly he did not fall heir to the Booker T. heritage that Moton received, and has not built up an aura of his own.

Hampton Institute can never cope with Tuskegee as a pivotal point in race relations because within its own confines the sociological mal-adjustments are too well known and too pronounced.

Lincoln, Fisk and other centers of learning are likewise national nonentities because of their failure to project themselves into the lives of both races.

With education, then, unable to minimize Tuskegee's coveted position, what have we to offer in other fields? In politics, Oscar DePriest, while a hero to some black folk, is but a politician to whites, and politicians are seldom accepted too readily.

Business can offer no leader

worthy to carry the sceptre of power, the church has retrograded to the point where its leadership is negligible, and journalism has cut no great swaths in national affairs beyond immediate and ofttimes local issues.

With these facts accepted, what then must Tuskegee's new principal be like?

On the one hand he must conform to the pattern selected by the Southland, and adhered to by Northern capitalists, who, in spite of hypocritical platitudes, subscribe heartily to a program of exploitation of the colored masses, and give their support only to such institutions as propagate this idea.

Must Be Conservative

From this angle Tuskegee's new principal must be a conservative. On the other hand doubt I seriously whether black Americans will accept a hand-picked leader and the new-comer must be willing to accept the same criticism and antagonism to which both Booker Washington and Major Moton were subjected.

The new principal must be a gymnast, who can balance himself on the tight wire between the wishes of the old South and the militaristic spirit of the modernist without losing the respect of either.

He must be able to do his job in accordance with the precepts of the founder with his face turned toward the sun of a new day.

He must be a composite of both Washington and Moton, for tradition's sake, embodying the best qualities of both, but must be prepared to blaze a new trail, trample into unexplored territory.

Nineteen years have passed since Moton stepped into Booker T.'s shoes. What the Southland and America will be nineteen years hence will be affected considerably by the one who steps into Moton's shoes. Who will he be?

Suggests Election

When we admit to ourselves that Tuskegee's head will be accepted as the spokesman of twelve million black folk whether he is approved by the black folk themselves or not, the selection of this school head becomes one of vital importance.

Were it not for fear of appearing ludicrous because of its impracticality, I might suggest that this important office be filled by popular vote. Such a procedure would at least give the people a voice in naming their own leader; even under these circumstances the holder of the office would still wear a hairy shirt and the job would still be one to be shunned by thinking men

Retirement of Dr. Moton— a Communist's View

Final Interview Given the Press Analyzed to Show That Dr. Moton Utters a High Quality of Baloney. Increase of Mulattoes Indicates There Is No Instinctive Interracial Dislike

By EUGENE GORDON

BOSTON.

Old-fashioned leaders one by one step down from the places they have occupied for years—and the world moves on. A few weeks ago it was Kelly Miller, whose one-way ticket to glory, it seems to me, is long overdue. Now it is Robert Russa Moton, who, complaining that he is not feeling very well, may mean to imply that he is not going to "lead" much longer.

The influence of these two men upon the past generation has been considerable. That influence is bound to continue for some time to come, whether Miller and Moton go on living or decide to retire to glory and white wings and golden slippers.

At present, however, I am more interested in Moton than in Miller. I hope to deal with the retired dean of the college of arts and sciences at another time. Dr. Moton lying abed at the Hotel McAlpin two Saturdays ago, gave an interview to New York newspapermen. The occasion was his submitting his resignation as principal of Tuskegee Institute. The interview was probably printed in most of New York's dailies, but I saw only the Times and the Herald Tribune.

Questions Asked

Both papers say substantially the same thing; the Herald Tribune, however, says more than the Times. Let us look at the Tuskegeean's statement more closely, for in doing so we may learn something about the present status of old-line leadership in the United States. Does the passingly. of men like Miller and Moton necessarily mean the passing of Uncle Tom's leadership? Do white people and colored people "think in terms" of one another? Why? Is it true that the colored man and the white man instinctively dislike close contact with each other?

Is the colored man better off in the United States than in any other country in the world? Would the colored man naturally segregate himself if he were not segregated by the white ruling class? Has Dr. Moton ever protested to the governor of Alabama, or to anybody else in authority in that stronghold of legal murderers, against his state's conduct of the Scottsboro case? What is the doctor's position as a leader among millions in the United States?

Not High Quality Baloney

The President, Dr. Moton told the reporters, is doing "as good a job as any man could." The doctor neglected to say **for whom** Mr. Roosevelt is doing this "good" job, but he added, a few moments later, that Roosevelt had done little for the colored man.

These statements show the old fellow to be somewhat muddled in his "thinking." If the President is doing as good a job as any man can do, yet is doing hardly anything for the colored man, then little or nothing **can** be done for the colored man. Such is Dr. Moton's logic. Of course, it is not a very high quality of baloney, but it **is** baloney just the same.

New Deal Aids Rich

In the first palce, everybody who is not a moral or intellectual crook admits that Roosevelt's New Deal is intended primarily to help the rich—the industrialists and the bankers, to name two groups of the rich. Those persons who are not intellectual or moral crooks, yet say that Roosevelt is helping the colored man, are (unless they are backward workers honestly confused) simply moronic muddlers.

F. D. and Bankers

We know that Roosevelt is not doing "as good a job as any man could" do to help either the black worker or the white worker. Some months ago Roosevelt said, speaking **about** the bankers, that he would drive the "money changers" out. He said the other day, speaking **to** the same bankers, that the government and the banks must cooperate more closely. Now if the government is going to cooperate more closely with those interests which are the colored man's worst enemies—the rich and the ruling class—how can the New Deal, which was designed to benefit the bankers, benefit the colored man also? To say that the New Deal benefits the colored man, when it admittedly benefits the bankers, when it was **made to benefit the bankers**, is to say that the interests of the bankers and of the masses of colored peons and house servants and unemployed and tramps are precisely the same. The person who said such a thing knowing the truth about the New Deal, would be doubly an intellectual crook.

Terms of Thinking

Dr. Moton's assertion that colored people and white people do not think in terms of one another is absurd. They do precisely that. Dr. Moton's own statements go a long way toward proving that they think in terms of one another. In uttering the opinions that he did, he was thinking in terms of the white ruling class of the South. He has always thought in terms of the white ruling class of the South. Perhaps I should say that he has always said what the ruling class of the South has wanted him to say.

His saying what he was supposed to say has not required any thought worth speaking of, and Dr. Moton hasn't done any— worth speaking of. The very highest point of his alleged thinking was attained in his book, "What the Negro Thinks" — meaning "What I, Robert Russa Moton, Think."

But the book consisted wholly of the kind of refuse certain whites, both of the North and of the South, have thought about the colored man for years; the kind of garbage these whites would like to have the colored people themselves think. Dr. Moton "thinks" in that way because that is the way he is supposed to "think." Of course colored people and white people think in terms of one another. Dr. Moton proves it.

Masses Think Alike, Too

But what Dr. Moton obviously meant was that the great masses of "common" colored people and whites do not think in terms of one another. He was not referring to great and exceptional men like himself and his own particular white folks. He is wrong again. The great masses of colored people and whites think in terms of one another simply because **there is nothing else for them to do.** Living in the same environment, and, by that identical environment, conditioned, and propelled through identical motions, how can the colored people and the whites do anything else than think alike?

If Dr. Moton refers to the South when he says that colored people and whites do not think in terms of one another, he is just as wrong as if he referred to the North. Colored people and whites think in terms of food, shelter, and clothing, no matter where they live; thinking in terms of food, shelter, and clothing means thinking about how to procure these essential things.

Their interests coming to be more and more inextricably bound together, the colored and whites are learning to think more and more of one another when they think of the essentials of livelihood. They think more and more of one another because they are learning more and more that these essentials are the more easily procured when the whites and the blacks organize together to get these things.

No Instinctive Dislike

When Dr. Moton says that the colored person and the white person instinctively dislike each other, he is uttering the sheerest piffle. Here is a man who lives in a section of the United States which produces an annual crop of the world's best mixed-bloods —"best" from the point of view of stock, I mean.

How on earth could this situation exist if there were the instinctive antipathy that Dr. Moton pretends to see? When people naturally hate each other, they certainly do not get close enough to each other to produce results such as we see even in Dr. Moton's own family.

Can anybody think of closer contact than that which results in the production of mulattoes?

Much Better Off in Some Countries

And I can think of other countries in which the colored man, as a colored man, is much better off than he is in the United States. So can the doctor. He does not dare say it, though, because that is not the way his bosses in the South think about it. We must not forget that "What the colored man thinks" (meaning what Moton "thinks") is what the doctor's white friends have already thought for him. They think it and they put it on a record, so to speak. Moton is the talking machine; he says what is on the record, and he is too clever not to know that the record falsifies the situation.

Russia Better Country

Where is there, definitely, a better place for the colored man? **The Soviet Union is that place.** It has been proved by one reliable reporter after another. Read, for instance, Chatwood Hall's dispatches in the AFRO-AMERICAN.

But if such of Uncle Tom's young nephews as William Ivy, George (Sambo) Schuyler, and L. F. Coles rebel at taking the Soviet Union as an example, let them take any hypothetical socialist society. It is obvious that colored people would fare better in even a hypothetical socialist society than they do in this country; that is, it is obvious to anybody who knows anything of what the word "socialism" means. The obvious reason is, simply that race prejudice, being based upon the exploitation of the weaker by the stronger (the economically weaker by the economically stronger), this prejudice naturally dies out when exploitation of man by man ceases.

This exploitation ceases when the causes of it are removed: when there is no one economically stronger than another. The

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causes of exploitation of man by man are removed when we produce the necessities of life—food, clothing, shelter—for use instead of for profit.

In such a society the colored man would be better off than he is here, for there he would not be exploited by a ruling class. There would be no ruling class to exploit him.

Upper Class Set Style for Prejudice

Segregation, of course, comes from the same causes that produce race prejudice. Race prejudice comes from the difference between the economic condition of the colored people and the economic condition of the whites of the upper class. It is the white of the upper class who set the style for race prejudice and who keep race prejudice alive and flourishing. Before the upper class whites invented it, there was no such thing as race hatred in this country, even in the colony of Virginia. This hatred was created when the colored people were still indentured servants; before they had become slaves. It was created for the purpose of keeping the two races apart; of creating a definite place in American society for the colored man and of keeping him in that place.

All this being true—and the head of a colored school certainly should know **something** about the colored man's history—it is preposterous to say that the colored man would naturally segregate himself if he were not segregated by the ruling class.

Race Problem Could Solve Itself

If the ruling class did not interfere with the free mingling of the colored and the white people of this country, the "race problem" would solve itself in a few years. The masses of white and black workers would see to its being solved (just as they are already seeing to it, in their own way), because they would work together. Working together, they must eventually fight the common enemy together. There is nothing better for cementing friendships than fighting a common enemy, side by side together, for the right to live.

Talked About Too Much

Residing in the very state that tortured the Scottsboro boys for more than three years, Moton dismisses the case by saying that it has been talked about too much already!

That statement sums up the doctor's whole official career: an open enemy of the helpless and the oppressed, if these helpless and oppressed chance to have the special enmity of the ruling class.

Not for worlds would he say anything to offend the lynchers of Alabama. He thus becomes an aid and comfort to the lynchers.

Figures on Lynching

His compiling of yearly figures on lynching is a meaningless gesture, since he says nothing about how to reduce these figures, or how to end them altogether. On the very day Dr. Moton lay in bed in the expensive McAlpin suite, procured for him, doubtless, through the efforts of some 'good white friend," a colored youth was being advertised for slaughter and burning in Moton's home state. This great "leader" did not say a word about it!

However, that very day, also, he announced his resignation. It is a good thing for him that he took that action himself. In a little while he would have been catapulted out by the impact of collective feet of the masses of colored workers on that part of his anatomy hitherto accustomed only to the polished boots of "our best white folks."

His position as a leader among millions of colored people in the United States has long since been lost.

Dr. Moton's Retirement

WHEN Dr. ROBERT R. MOTON retires from the active presidency of Tuskegee Institute next June, as he has announced his intention of doing, it may be well said of him, "Servant of God, well done." During the 19 years that he has served as administrative head of the famous college founded by BOOKER T. WASHINGTON he has filled the post with credit and distinction to himself and with great benefit to the race and to the nation. As Dr. ARTHUR HOWE, president of Hampton Institute, has well said, "where WASHINGTON broke ground MOTON has planted.' The full fruits of his planting may not be realized until he has passed on to his final reward, for "to masses who will never know it has meant a more abundant life."

Dr. WASHINGTON died at a critical time in the life of Tuskegee. He had laid the foundation for a great educational plant and had builded upon it, but the building was incomplete and the means to maintain and carry on were not in hand nor in sight. From year to year Dr. WASHINGTON traveled about the country and raised funds currently to erect needed industrial and academic buildings and to pay teachers and operating costs. The tremendous responsibility and the herculean nature of so strenuous a task wore him down in the prime of life.

MOTON'S task was to finish the building program started by WASHINGTON and to find the endowment, running into millions, necessary to carry on the work of the institution. He accomplished this in magnificent fashion. He not only did this, but he cemented educational interests North and South, and with a display of statesmanship that is rare and refreshing, united philanthropic and state funds in educational enterprises that have worked wonders for the advancement of both races in the South.

His achievements have been many, but in the estimation of the JOURNAL AND GUIDE, his greatest single victory over innate southern opposition to an enlargement of cultural, economic, and environmental opportunities for members of our race was establishment of and the staffing of the Veterans Hospital at Tuskegee. At one critical period of this endeavor his very life was at stake, but he looked his opposers straight in the face and told them he would gladly surrender his life for the principle involved. He won. And the white local community, the state of Alabama and the South at large have been convinced that he was right. The opportunity he sought has been translated into high achievement, and his faith in the ability of members of his race to conduct this mammoth institution in its every department has been more than justified.

DR. MOTON'S RESIGNATION

Recorder

Dr. R. R. Moton has resigned as president of Tuskegee institute.

Poor health and urgently needed rest together with years of continual grind required of him at the head of the Alabama institution are chiefly responsible for the educator's retirement, we understand.

Nineteen years of mental strain is long enough for any one to serve in the executive capacity such as that which devolved upon Dr. Moton in 1917 following the death of his predecessor Booker T. Washington, founder of the world-famed normal institution.

It is common knowledge that Dr. Moton's health has not been of the best for a number of years.

And it is also true that in spite of this fact he had always remained unflinchingly at the helm of things at the Tuskegee institution.

That alone entitles him to the gratitude of our entire struggling race.

That the retired educator is a man of great vision and constructive ability was revealed throughout his years of highly creditable activities as head of the institution.

It is to be hoped that he will be blessed with a long life in which to enjoy the fruits of his labors given so sacrificially to the advancement of the race of which is a great asset.

Roanoke, Ala., Leader
November 7, 1934

MOTON TO RESIGN AS HEAD TUSKEGEE INSTITUTE

The announcement has been made that on account of continued failing health Dr. R. R. Moton has tendered his resignation as principal of the Tuskegee Institute, effective at the close of the present school year. This has called forth expressions of regret from some of the leading newspapers of the state, with most favorable comment upon the character and work of this noted Negro educator.

Such men as Booker T. Washington and his successor, R. R. Moton, have made a large contribution to the progress of their race, both through their example and their teaching. They have stood upon the well recognized conditions that confront the two races living together in the South, thus making for better understanding and the more amicable relations that exist when all interested parties are well informed. Light opens the way to liberty and peace. Darkness always makes for confusion and hurt.

Montgomery, Ala., Advertiser
October 31, 1934

WASHINGTON AND MOTON

Booker T. Washington and Robert R. Moton were ideal men to serve their black brothers and sisters in their respective times.

Washington was preeminently the pioneer, the founder, the creator, the pacesetter.

Moton is, like Washington, a philosopher—what Negro is not a philosopher?—the careful administrator, the farseeing leader of those whose destiny demand wisdom, poise and character in their leaders.

The problem of Washington and Moton was to establish a great institution of learning in the Black Belt of the deep South and make white people like it. This they achieved. They created an institution for the advancement of their kind which is of great credit to the latter, and also a source of pride to white Alabamians.

Tuskegee Institute is a monument alike to Washington and Moton. They performed their ministry with rare brilliancy, tact and good taste. They won and held the good will and the confidence of white people, they provided a continuing inspiration to a vast group which for all its ambition and courage nevertheless undoubtedly is under-privileged.

Dr. Moton was an admirable successor to Dr. Washington. His career as educator, philosopher and paternal adviser has been highly creditable to him.

The Advertiser, which early acquired high regard for the wisdom and character of Dr. Moton, learns with regret that he has decided to retire as chief of Tuskegee Institute.

He is ~~68 and~~ in poor health. We are glad that he is 68 and so is enriched by the wisdom which many years cram into the mind of a man who can receive wisdom, but we are sorry taht he is not in good health.

We are sorry that he must, in justice to himself, retire. The Advertiser wishes him to know that it is on his side.

But Tuskegee Institute has not been abandoned to its fate. Others, trained in the higher traditions of civilization will come into the succession, and, if they are as wise as those who have gone before, will yet make it necessary for a lot of money to be spent to put up a third monument in the Black Belt town of Tuskegee.

DR. MOTON RESIGNS

Dr. Robert Russa Moton, after forty-five years spent in teaching and instructing his people, has tendered his resignation to the Tuskegee board of trustees, to become effective at the close of the current academic year. The decision to relieve himself of the responsibility of the presidency of Tuskegee Institute was no surprise to those who have some knowledge of the interwoven influences with which Dr. Moton had to contend.

He has served well the cause he represented as president of Tuskegee and, no doubt, in view of the corresponding weight of years, decided that he could no longer contend against the known and unknown forces seeking his removal. Dr. Moton was an educator and not a politician; therefore, was no doubt put to some disadvantage in circumventing the tricks of designing politicians, many of whom have been seeking, since the death of Dr. Washington, to assume the mantle of president of Tuskegee.

It is to be hoped for the sake of the institution, its purposes and objectives, that the trustees will make such selection as will be an assurance to those who contribute to the support of the institute and to those who seek intelligence in the institution that the principles established by Booker Washington and sustained to the best of his ability by Dr. Moton will still be carried on.

Dr. MOTON TO RETIRE.

History will record Booker T. Washington as founder of Tuskegee Institute, whose vision, initiative, tact, enterprise and perseverance gave to the world a famous institution of learning. History will record Robert R. Moton as builder, who, upon the strong and enduring foundation laid by his distinguished predecessor, developed a larger and more advanced Tuskegee Institute and played a most conspicuous and praiseworthy part in the evolution of a vitalizing idea.

During Dr. Moton's administration Tuskegee Institute has grown from the status of a high school to that of a college with Grade A rating. Nineteen years ago when he was chosen Booker T. Washington's successor the school's endowment fund amounted to $2,000,000. Today it is $8,000,000, which increase was largely due to the joint campaign for funds conducted several years ago by Hampton and Tuskegee, of which Dr. Moton was the central figure. Large, modern buildings have been erected on the campus in recent years, notably the gymnasium-auditorium, library, engineering, home economics buildings, also dormitories.

In the foregoing paragraph reference is made to some of Dr. Moton's outstanding achievements which are readily visualized. But none of these would have been possible of realization had not Robert R. Moton demonstrated his capacity for making friends and pouring oil on the troubled waters. He has been an ambassador of goodwill. When he went to Tuskegee Dr. Moton, in the slang of the street "was on the spot." The deep South was suspicious of him, as he was from Virginia, many miles northward. The North wished him well with some misgivings, for to fill the shoes of Booker T. Washington was no ordinary undertaking. Among his own people some were enthusiastic over his selection while others expressed skepticism as to his future success. At Tuskegee institute he found two camps, possibly more. Some on the scene had hoped for the naming of one of their number to the principalship.

At the very beginning of his regime Dr. Moton found himself in an embarrassing situation due to controversy over the presence of a member of his family on a Pullman car. One of the Southern white members of the trustee board, with the best of intentions, gave out an interview which did not correctly express Dr. Moton's convictions. Nevertheless, to have repudiated the published statement at the very outset of his administration, provoking a big race and sectional issue, would have greatly injured the future cause of Tuskegee Institute; so the newly elected principal privately deplored the unfortunate occurrence to intimate friends and made no reply to criticisms of Negroes not familiar with inside facts.

When Robert R. Moton retires as president of Tuskegee Institute next May, it will be with the sincere regret of North and South, white and colored. That he has lived up to the high expectations of trustees, friends, admirers, no one can deny. No other evaluation than Robert R. Moton has been an outstanding success as head of Tuskegee Institute could be made in all fairness. From a purely materialistic viewpoint, the raising of the endowment fund from $2,000,000 to $8,000,000 was a unique and unprecedented accomplishment in itself.

A more modest, unassuming leader than R. R. Moton cannot be found anywhere. There never has been a time throughout his administration that he has not put forward the name of Booker T. Washington in his public addresses. To constantly proclaim that he was carrying on the work of the founder and perpetuating the ideals and aims of Washington stamped him as a big man.

Comments in the Negro press anent the resignation are interesting. Some are amusing. Despite the assertion, merely conjectural, that retirement was contemplated several months ago but vigorously denied, Dr. Moton had no intention of retiring for the next two years until shortly before the annual meeting of the trustee board in New York on October 26. Articles published in the summer speculating on him leaving Tuskegee Institute were wild rumors based on a remark made by a trustee relative to finding a successor (not immediate successor) to Dr. Moton.

"Dr. Moton Retires From Limelight," one newspaper declares in headlines, which is far from the truth. As President Emeritus of Tuskegee Institute he will continue to take an interest in the institution's welfare unhampered by office detail. A large opportunity will be afforded him to devote more attention to the Negro's economic, social and political problems. Capahosic, Va., in all probability, will be a mecca for leaders of both races in search of advice, influential assistance and congenial companionship.

Dr. Moton Resigns Position At Tuskegee

Dr. Robert R. Moton has resigned as president of Tuskegee Institute. The two reasons offered for the resignation are ill health and desire for a change. Dr. Moton succeeded Booker T. Washington as president of Tuskegee in 1915; he spent 44 years in public service, 25 at Hampton Institute and 19 at Tuskegee.

In commenting on current problems recently Dr. Moton declared that the New Deal is not as effective toward improving the condition of the negroes as he would wish, it being more favorable for big business than for small business. However, he added that "the negro is better off in the United States than in any other part of the world, and sentiment in the South as far as race relations are concerned has improved greatly in the last ten years."

Dr. Moton is planning to write a book entitled "The Spiritual Contribution of Booker T. Washington to America and the World."

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Tuskegee Inst. Is Fulfilling Its Mission, Say Writers

By METZ T. P. LOCHARD

(A Critical Analysis)

The Journal of Educational Sociology devoted its entire issue for November, 1933, to Negro education, with special reference to Tuskegee. In view of the peculiar social and cultural significance of this institute in America it is quite fitting such a consideration should be given it.

The educational philosophy evolved by its late founder after many years of sustained opposition has at last found an abiding place in the pedagogics of this country. The propaedeutic function of a system of education based upon utilitarian concept was so new and revolutionary that at first it met with disconcerting, apathetic reactions from many who misunderstood and misconstrued its basic postulate.

One of the most colorful and popular Race leaders, Frederick Douglass, set out to discredit and denounce the industrial education with the assumption that his people already knew how to work. He condemned Hampton institute—the fountain head from which emanated the industrial notion—and openly accused General Armstrong of fraud. His criticisms, though unwarranted, were severe, caustic, for Douglass' eloquence was matchless. He had no peer among his contemporaries, and his opposition to a cause, however popular, meant obliteration. But Samuel Chapman Armstrong, who had been a leader of Negro troops in the Civil war, thundered back that the Negro had been worked, but that he know not how to work. This statement obviated further refutation and for a while checked the onslaught.

NOT AN ARGUMENT AGAINST EDUCATION

Douglass, like Dr. DuBois of the Crisis, felt that any system of education that limited the intellectual horiof the Race was subversive of the central motif of orthodox training; that the youth should know the Athenian dramatists, the Augustan poets, the mediaeval epic writers, Chaucer and Shakespeare, and the leaders in literature of every name and tongue, with Greek and Latin as indispensable adjuncts to his academic luggage; that he should be encouraged to show proficiency in those fundamental studies which the experience of the world has demanded for the first degree in arts. What intelligent man will doubt that the recondite speculations of Leibnitz, Schopenhauer and Descartes have advanced human knowledge beyond the twilight zone. Fortune had smiled upon them and they had the means to do as they pleased in preparing for life; but I have in mind many a struggling aspirant for the scholar's fame who would be a happier and more useful man if he had not set his face so resolutely against those studies which adorn the intellectual character and give grace, dignity and acceptability to their possessor. The first business of every man is to win his bread; if he is sure of that, he may wander at his own sweet will through meadows and woods.

This is not an argument against higher learning; indeed we may rest assured that institutions devoted to the ascertainment of truth as the ultimate object of intellectual exertion, and to the promulgation of truth as an imperative moral obligation are not harbingers of harm. Individuals will err; generations will labor under false concepts; arrogant intellects will dazzle for a time the ordinary mind; error, like disease, must be clearly understood before the mode of correction can be formulated; but no greater tragedy can beset the pursuit of intellectual and moral integrity than to encourage those habits or impose them on barren soil under the aegis of barber shop scholars or indigent druids who desert their flock and cast off their sacerdotal garb for the glittering cap and hood and the accompanying fat honorarium.

Men who, by the martial air of a 50-piece brass band, pompously lead the academic procession on commencement day, and dish out diplomas to naive candidates on the one hand and lettre de cachet to dyspeptic professors on the other; men lacking in broad sympathies and deep conviction; men with neither vision nor policy, who stifle scholarship rather than enhance it; who dam the academic brooks with incompetent votaries, and whose idea of a great university is a collection of costly, imposing structures — greater the number, greater the university. As a result, funds are scattered, teachers isolated, and scholars kept away from their proper fields by attempts, of which we have seen too many, to establish post-graduate courses with very inadequate means. Even professional schools have been initiated where the fees of the pupils have been the only criteria of success. It would be a misfortune to this country if we should find, in the course of a few years, a superabundance of men, black and white, with rare acquisitions of a kind for which there is no demand. It would then be rightly said that our universities did not produce the fruit which had been expected.

It is significant to observe that an adequate library is usually the last item of consideration in the physical evolution of most American institutions. Nearly all of them can boast of a dining hall spacious and magnificent enough for the most discriminating of eastern potentates to regal his courtiers in appropriate splendor. This adoration of bricks and cement, however, is not peculiar to the Race, but typical of America, with the possibility — deliberately courted in some of the schools—that this may degenerate into downright fetishism, in which all perception of the supposed significance of higher learning has passed out of consciousness.

ARE UNIVERSITIES FULFILLING MISSION?

The query which arises in the minds of thinking few is whether Race universities are fulfilling a distinct scholastic function. Many of them have had more than 50 years of operative experience and the justification for their continuity so far lies unalterably in the geometric progression of the numerical growth of their graduates. No specific contribution commensurate with their vaunted academic tenor, not even a single text book of consequence. Their aesthetic shortcomings arise from the excessive subjectivity of the method of evaluating academic matters. To call this a mere case of collective escape from reality, of wish fulfillment, is to decry in very mild terms the apparent sterility which is, perhaps, due to the prolonged infancy of these institutions. It cannot be said that pioneering is altogether at an end. There are frontiers which still bid the scientific adventurer to fruitful exploration. The fault, however, is not with the teaching staff, which is composed for the most part of highly trained minds—that is, if the doctoral award is a measuring yard—but with preachpresidents who become educators overnight with neither the knowledge nor the requisite technique to administer unto educational institutions. The hour, obviously, is propitious for an educational statesman—be his name Abraham or Mordecai.

Many of those who libeled Tuskegee, with the passing of years, have turned their invectives into praises, for Tuskegee has unremittingly justified its existence. It is no fancy of the imagination to presume that the learned professors who constitute the editorial board of the Journal of Educational Sociology are conversant with the sterility of Race institutions of higher learning, for no other examinations could have motivated their proffer when, speaking in excathedra, they stated: "Tuskegee has been selected for this special issue because this institution presents one of the best, if not the best, examples of education conceived in the light of social needs, both among the white and Colored schools of the country. The distinctive point about Tuskegee is that while devoting itself to the improvement of educational, social, cultural and economic status of the Race, it has at the same time made its contribution to a new theory of education. It has practically demonstrated the value of an educational program conceived and carried out with a fundamental notion to do and to live. That is, after all, the only important function of education in a democracy. While theorists have been arriving at this conclusion, Tuskegee has been living it."

The papers of Professors Alphonse Heninburg, William A. Clark and T. M. Campbell which summarize in an expository fashion the features articulated at Tuskegee, suggest scholarship and academic dignity which fully justify the impressive pronouncement of the editors of the Journal.

Tuskegee presents a rare and unique situation with two leaders bred from the same school of thought, tutored by the same master, and with an apostolic blessing that fired their souls to retrieve, salvage their people from the wrecks of slavery. But the principles inaugurated by the founder would have been dissipated and traditions initiated by him at so great personal sacrifices would have been lost had the flamboyant torch of succession passed into inept hands. Thus, today, through the educational bazaars of America runs the sibilant whisper: Washington is dead, but Robert Russa Moton, with no exaggerated chauvinism, widens the frontiers of enlightened democracy.

Birmingham, Ala., News
February 25, 1934

PLAN SUMMER SCHOOL

Tuskegee Institute To Offer Courses Of Wide Scope

TUSKEGEE INSTITUTE — The twenty-third session of the Tuskegee Institute Summer school will open Monday, June 4, and continue for a full term of 10 weeks, closing Aug. 11, according to the executive council.

W. T. B. Williams, dean of the college, said that a generous offering of courses will be available for all classes of students, with each department of the teachers college being represented. Courses o fspecial interest to school principals, supervisors and teachers of special subjects will be offered.

HERALD

Knoxville Tenn

FEB/0 1933

The Tuskegee Conference

Tuskegee Institute,. which has played an historic role in determining the leadership of the Negro, was the scene a few weeks ago of a conference that may presage a tremendous change in the technique of race adjustments in the future.

The conference assembled at the behest of the emergency advisory council.

A findings Committee brought in resolutions which summarized by consensus of opinion expressed by the conferees.

These resolutions,. couched in simple and dignified language , are revolutionary if one compares their view point with that accepted by blacks and whites alike in the South a generation ago.

Two are sufficient to indicate the trend of leadership that is rising out of the economic debacle and the failure of the technique of race relations developed in the past to function effectively under present conditions. They are;—

——Franchise,. Negroes should become registered voters and exercise the right of franchise in order to be able to receive increasingly more consideration from local and Federal governments.

Negro workers should be organized and when and wherever feasible affiliate with existing labor organizations. It is further recommended that all Negro organizations acquaint their members with the benefits of collective bargaining so that a more intelligent reaction to labor conditions might be possible.

Here is a complete abandonment of the doctrine of non participation in politics and here the status of the Negro as a worker is definitely recognized by Negro leaders themselves. The significance of these resolutions lies in the fact that they indicate a desire on the part of the Negro to determine his own destiny He bigins to realize that his future rests not o npity but nower

Columbus, Ga. Ledger
March 7, 1934

TUSKEGEE BOYS VISIT BENNING

R. O. T. C. Unit from Negro Institute Views Demonstration by 24th Infantry.

Fort Benning, the home of the Infantry School, was host to more than fifty members of the R. O. T. C. unit from Tuskegee Institute, Tuskegee, Ala., Tuesday afternoon, when the colored cadets came to the post on a visit of observation, which had been arranged by Colonel Benjamin O. Davis, commander of the unit.

While here, the students who make an annual trip of observation to Fort Benning, witnessed several demonstrations by members of the 24th Infantry, a retreat parade, and were taken on a tour of the post. Yesterday afternoon two combat demonstrations using blank ammunition were staged by the Second Battalion, 24th Infantry, and Company B of that regiment gave a special exhibition drill. The First Battalion was the unit which marched in the retreat parade.

Colonel Davis, who was in charge of the cadets on their visit here, has an interesting military career, having first worn the uniform as a private and corporal of Troop I of the Ninth Cavalry. Later he was made squadron sergeant major, and during the Spanish American war served as a first lieutenant of the 8th Infantry . In 1901 he was commissioned a second lieutenant of cavalry, regular army, and four years later was promoted to first lieutenant. In 1915, just prior to the punitive expedition into Mexico, he was made captain, and in 1917, was commissioned a major (temporary), which rank he held for a year His worth as a leader of colored troops was recognized then by his promotion to lieutenant colonel, National army, and he served in that capacity until the close of the war, when he reverted to his regular army rank.

In 1920 he was promoted to lieutenant colonel of regulars, and in 1930 to colonel of cavalry, regular army, which he holds at the present time.

The cadets returned to Tuskegee Tuesday evening at the completion of their observation of the Infantry School activities.

Founder's Day Speech To Be Heard Sunday

Annual Founder's Day will be observed at Tuskegee Institute Sunday, day, with the princpal address to be delivered by Dr. Thomas Jesse Jones.

4-5-34

G. C. Wright, Tuskegee Insurance man, was reminiscing recently of the genius that was Booker T. Washington's saying:

"I was the first white man, I guess, who ever saw Booker T. Washington in Tuskegee. It was the day that he came.

Mr. Wright then went on to tell of the faith that his father's firm had in Dr. Washington, faith that he inspired in people with whom he came in contact.

"We loaned Booker T. Washington about $65,000 once, when popenty at the Institute wasn't worth over $5,000. It was our private money, not the bank's money. And he paid it all back."

"There was only one Booker T Washington."

Montgomery, Ala., Advertiser
April 9, 1934

Educator Lauds Booker T. Washington In Tuskegee Founders' Day Address

TUSKEGEE, ALA., April 8. — (AP) — Booker T. Washington, founder of Tuskegee Institute, today was pointed to as an example for the world leaders by Dr. Thomas Jessee Jones, educational director of the Phelps-Stokes Fund, today in the annual Founders' Day address at the institute.

"Nowhere in all history," said Dr. Jones, is there a more convincing demonstration of the methods and ideals of reconciling group welfare and self-development with intergroup cooperation that the achievements of the man whose 'up from slavery' is a textbook of humanity.

"Confronted by the choice of self-determination and interracial cooperation," said Dr. Jones, "Booker Washington profoundly answered in eloquent words and dramatic demonstration that both are essential to the welfare of negro Americans and to the peace and progress of the American people."

Two objections, Dr. Jones said, Booker Washington had—the first, "self realization of his people," and the second, "cultivation of cooperation."

"How amazingly did he fulfill his own ideals in the founding of this world-famous Tuskegee Normal and Industrial Institute," said Dr. Jones, "which was attainment of his first objective."

Dr. Jones said that Booker Washington had learned that no nation, no race has achieved the ideals of civilization without the aid of other races and nations.

"He saw beyond the immediate injustices into the deeper meanings of group interchanges. With supreme faith in the negroes and in others, he believed that interchanges of selfish exploitation could be superceded by cooperation of mutual interests and common service.

"Booker Washington's life and works and philosophy are an eloquent call to the leaders of the world who are committed either to a narrow and self-segregated 'nationalism' or to a vacillating futile 'internationalism'

"The interracial adjustments of the white and colored people of America, though full of errors and often of cruelty and injustice, constitute an extraordinary laboratory worthy of the careful and scientific research by statesmen who would eliminate wars and advance the welfare of mankind.

"The purpose of our interracial movements is to transform selfish desire to control and to exploit into a sincere determination to advance the mutual development of all."

Board Chairman Speaks

Dr. Jones was introduced by George Foster Peabody, noted banker and philanthropist, a visitor here for founder's day, after Peabody had been introduced himself by Dr. William Jay Schieffelin, of New York, chairman of the board of trustees. The Tuskegee choir sang several numbers as a prelude to the exercises, which were attended by a large throng.

After the Founder's Day address Montgomery alumni of Tuskegee laid a wreath on the grave of the founder.

Jointly with the Founder's Day ceremonies, annual sessions of the clinic at John A. Andrew Memorial Hospital began today. Dr. Samuel Chavis, of New York, is president of the clinical society.

Scores of noted physicians and surgeons from throughout the country are gathering here for the sessions of the clinic. The clinic will end next Sunday.

Members of the board of trustees of Tuskegee Institute arriving Saturday at 10:30 a.m., included Dr. William Jay Schieffelin, of New York, chairman; Mr. and Mrs. Charles E. Mason, Boston; Aleeander B. Siegel, New York; C. A. Barnett, Chicago; Dr. Walter G. Crump, New York, and H. S. Bowers, New York. Other members of the party were Dr. F. G. Balch, Boston; G. Burcham, New York; T. Clark, Boston; and W. S. Pangborn, of New York.

Mr. and Msr. William M. Scott, of Philadelphia, have been on the campus for several days.

Richard Harris, of Montgomry, is a member of the Board of Trustees.

The program for the entertainment of the trustee party began immediately upon their arrival upon the grounds. They visited the agricultural building and then returned to the old Carnegie Library to review the students marching to Tompkins Dining Hall. The trustees meeting was held at 2 p.m. in the administration building. Later in the afternoon there was an physical education program on White Hall lawn.

At 7:30 last night Attorney Rufus G. Sampson, of Chicago, class of 1914, delivered the alumni address in Logan Hall. He was followed by Dr. George W. Carver, who lectured and demonstrated concerning his most recent discoveries. Dr. Carver was visited only the day before by persons from the Bahamas, B. W. I., for treatment and consultation relative to the peanut oil which has proved a great tissue builder in a great number of cases on record.

Peanut Oil Described

Dr. Carver, famous negro scientist, told his audience Saturday night that beneficial results had been obtained in massaging victims of infantile paralysis with an oil made from peanuts.

The negro, head of the science department at Tuskegee Institute, said, "we are seeking a cure for infantile paralysis and we feel hopeful. I do not say that we have found a cure, but we are hopeful."

One Georgia patient who was given massage treatments with the oil which Dr. Carver announced sometime ago he had discovered, showed a thigh growth of one and a half inches, a calf growth of three fourths of an inch and an arm growth of three-fourths of an inch, he said. Another patient, the negro scientist said, had a withered leg restored to apparent normalcy under the treatment.

Dr. Carver explained several grades of the oil were used in treatment of infantile paralysis and anaemia because some are too heavy for the skins of certain patients to absorb and others too light. He spoke at a trustees' program beginning ceremonies which will end tomorrow in a founder's day celebration commemorating Booker T. Washington

The scientist also exhibited a road paving block which he had compounded of cotton and asphalt. He said it made superior roads and would wipe out the cotton surplus. It contains three-and-one-half per cent cotton.

Dr. Carver explained that he applied the oils by massaging them into the skins so they are absorbed through the veins He said they appeared to be great energy, strength and weight builders. He told of an instance where the oil had aided an anaemic patient.

The negro scientist likewise exhibited an emulsion of peanut oil milk of bichloride of mercury and a paste of metallic mercury mulsified in peanut oil for use in treatment of a social disease. This use of the oil was only recently worked out, it was explained.

Dr. Carver presented his lecture in the form of an interview between an inquiring scientist and the Great Creator speaking the lines of both characters in his monolog

Education – 1934

Tuskegee Institute, Comments on.

Mobile, Ala., Press
November 1, 1934

Dr. Moton

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There is, of course, not the slightest connection except that it is regrettable that the newspapers of the country had to carry in the same issue news of a serious case of mob violence and of the resignation of a man who has worked earnestly for the improvement of inter-racial relations.

Like his predecessor, the famous Booker T. Washington, Dr. Moton, who became president of Tuskegee in 1915, has won the confidence of both races. No one has ever questioned his sincerity or his ability. Undoubtedly the foremost of living negro educators, he has carried on exceptionally well, and in the same spirit, the work of Tuskegee's founder.

Discouragements have constantly beset him, but Dr. Moton has never yielded to them. Both as a teacher and as a writer, he has pleaded persuasively for the education of his race. He has contributed to the progress of his people and has helped the south as a whole better to appreciate and sympathize with negro problems.

Ill health seems to be the reason why Dr. Moton has submitted his resignation. We cordially join the Birmingham News in the following sentiment, expressed in a recent editorial in that newspaper: "Just now his leadership is particularly needed, and it will be unfortunate if he steps out at Tuskegee institute. It is to be hoped that his health will so improve as to make him willing and able to continue his distinguished work."

Augusta, Ga., Chronicle
November 3, 1934

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While in the position once occupied by the man who, in 1895, at the Cotton States Exposition in Atlanta, defined the relationship of the whites and the blacks in the south, many honors have been given Dr. Moton. He has been advisor to five Presidents of the United States and has served on several commissions. For forty-five years his voice has been a power in the field of education.

Now, because of advancing age, he is to retire. Next May brings his term to a close. He is expected to serve on the Board of Trustees and will continue to be interested in the affairs of the great college. It is known that he wishes to devote the remaining years to certain objectives he has long had in mind. For one thing he wants to write the spiritual contribution of Booker T. Washington to the negro and to America.

While it is entirely too early to forecast the final action of the Board on the resignation it is possible to begin to discover some of the great lessons to be had from the life of Dr. Moton. Just a few days ago he said:

"I think the Negro is better off in the United States than in any other country of the world, even Africa. The Negro enjoys a higher standard of living, of education, of culture, a higher standard of civilization in America than anywhere, and this in spite of prejudices and disadvantages."

A firm believer in the Old Testament, Dr. Moton said his philosophy for the last forty years had been "to teach men to live together." He praised the ideal of Booker T. Washington who, he said, "taught the Negro to respect the white man and the white man to consider the Negro."

The Chronicle wishes to join thousands throughout the nation in expressing regret that this wise leader is to retire from active work. We express our belief in the future of the institution he heads and the hope that a greater service can be rendered the negro and the south in the years ahead.

Dr. Moton's Resignation As Head Of Tuskegee Institute

Dr. Robert R. Moton has announced his resignation as president of Tuskegee Institute, giving as his reasons ill health and his belief that "a change is wholesome." His wish to retire comes as a surprise and as something profoundly regrettable. His resignation is not yet final, since it has not yet been accepted by the board of trustees of the institution. If it is accepted, it will become effective May 31, 1935. 10-30-34

Naturally, Dr. Moton's wish to retire is to be respected, especially since he has been in poor health for nine months. Yet one cannot help but hope that the board of trustees will make every reasonable effort to prevail on him to remain as head of the school, and that in the meantime his health will improve sufficiently to enable him to continue in the Birmingham Ala. area.

Evidently ill health is the real reason for Dr. Moton's wishing to retire. He speaks of wanting to step out because of his age, and because he believes "it is just as well to fade out of the picture and let younger people take charge, as a change is wholesome." But Dr. Moton is still in his 60s, and for an educator that is not so great an age as to call for retirement.

Dr. Moton has been the head of Tuskegee for 19 years, having succeeded Booker T. Washington in 1915. He has carried on well in the traditions of the founder of Tuskegee Institute, and has done a fine job in the position in every respect. Besides his contributions to the progress of the Negro race, and to the general good of society, in his capacity as president of the institution, he has, like Booker T. Washington before him, written books of real worth, calculated to improve the relations between the races. Just now his leadership is particularly needed, and it will be unfortunate if he steps out at Tuskegee Institute. It is to be hoped that his health will so improve as to make him willing and able to continue his distinguished work.

BIRMINGHAM, ALA.
AGE HERALD

OCT 30 1934

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Dr. Moton is giving up his post, he says, because as a man of 68 who is not very well he deserves a rest and because he believes a change would be wholesome. That, by reason of personal quality and official duty, he has been subjected to an enormous drain upon his physical resources is patent enough. But, as he himself makes plain, this is not the exclusively decisive point. Evidently, Dr. Moton has felt the pressure exerted by younger, aggressive men, who have perhaps found his leadership not quite so militant as they have desired.

It is a pity that such a combination of circumstances has caused him to resign. For his statesmanship will be missed incalculably once he removes himself from active participation in affairs. He has met the demands of a painfully difficult position with a rare and creative good sense. To retain the loyalty of his own people while holding the respect of the whites, to plead for justice to a minority without nettling a majority jealous in honor, sudden and quick in quarrel, to pursue an even-tempered policy based on gradual advancement when in one's own camp voices are raised for a more urgent and immediate attitude—this has been at once Dr. Moton's task and triumph. It will not be easy to find anyone to fill his shoes.

In a sense, the place which Dr. Moton has won in the esteem of the whole community and the importance which attaches to the work of Tuskegee tell the story of what the Negro has accomplished in relatively few years and of the cooperation which whites offer in token of their genuine appreciation. If Booker Washington laid the foundation and even a large part of the upper structure at Tuskegee, only a man of Dr. Moton's stamp could have molded it into the cathedral of Negro education which it is today. Let us hope that whoever is chosen to head this institution will be as strong, discerning and serene as his predecessors.

Chattanooga, Tenn. News
October 31 1934

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ROBERT R. MOTON has announced that he has tendered his resignation as President of Tuskegee Institute, effective May 31, 1935. Ill health and advancing age are given as the reasons.

Dr. Moton was born Aug. 26, 1867. He is, therefore, 67 years of age. This is not old, as College presidents go, but Dr. Moton has been in ill health for about nine months. He declares "it is just as well to fade out of the picture and let younger people take charge, as a change is wholesome."

His retirement from Tuskegee, as much as it would be felt by that institution, would not mean that Dr. Moton would cease his labors for interracial good will and for the advancement of the Negro race. Since Booker T. Washington's death, he has been the recognized leader of his race. Not a mealy-mouthed type, he has maintained a full sense of dignity, up-

main a powerful factor for interracial peace in the South for many years to come.

Tuskegee years as President his services to many worthwhile movements for Negro Negro institution for betterment. We hope that he may has written a number of books of lasting value, and he has reconsider his resignation. But at any rate, we hope that he will re-

Education – 1934

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Dr. Moton was born Aug. 26, 1867. He is, therefore, 67 years of age. This is not old, as College presidents go, but Dr. Moton has been in ill health for about nine months. He declares "it is just as well to fade out of the picture and let younger people take charge, as a change is wholesome."

His retirement from Tuskegee, as much as it would be felt by that institution, would not mean that Dr. Moton would cease his labors for interracial good will and for the advancement of the Negro race. Since Booker T. Washington-holding his own racial integrity In his nineteen years as President of Tuskegee, he has carried worthwhile movements for Negro ton's death, he has been the recognized leader of his race. Not a every worthwhile movement to fos-that leader has been

NOTED LEADER SUBMITS RESIGNATION AT RECENT MEETING OF TRUSTEE BOARD SERVED SINCE WASHINGTON'S PASSING

NEW YORK CITY.—(ANP)—Dr. Robert R. Moton resigned as president of Tuskegee Institute late Friday afternoon at a meeting of the board of trustees being held in this city.

Although there have been recurrent rumors throughout the past year that Dr. Moton planned to give up his work at the famous institution, those reports had been insistently denied and his sudden tender of resignation came as a distinct surprise to even most of his intimate friends.

After the meeting of the board of trustees last August, the rumorsmiths became busy and stories were circulated that Dr. Moton had retired. Denials were issued from Tuskegee at that time.

Added currency was given to the stories by the published reports that the alleged efforts of Roscoe Bruce, resident manager of the Dunbar apartments of this city, to obtain the position as Tuskegee's leader.

It was stated that Mr. Bruce had laid his claims before a large number of his Harvard friends and that he had sought to "line up" certain Tuskegee trustees in his behalf. He had also written to Dr. Moton for his endorsement as his successor.

However, Mr. Bruce denied that there had been anything unseemly in his activities or that they were inspired as parents of any wishes on his part. He claimed that certain influences at Tuskegee sought to embarrass him.

At the same time other persons at Tuskegee were mentioned as desirous of promotion to the presidency in event of the retirement of Dr. Moton. Among the names used at the time were those of Dr. G. Lake Imes, assistant to the principal, and Alphonse Heningburg, one of the academic heads.

Dr. Moton, a Hampton graduate, succeeded to the presidency of Tuskegee Institute upon the death of Dr. Booker T. Washington in 1915.

Under his leadership the work at the institution was organized and improved.

In addition to his work as head of the school, Dr. Moton succeeded in other ways to leadership once exercised by Dr. Washington.

His advice was sought on diverse matters affecting the Negro and he became the confidant of successive presidents of the United States.

Not always, however, has his wok at Tuskegee run smoothly. It had been the hope of some persons at Tuskegee that Dr. Washington's successor would have been Dr. Emmett J. Scott who was his secretary for many years.

When Dr. Scott was not chosen, sores came that were never entirely healed and Tuskegee became and has remained the breeding place for a particular iniquitous sort of internal politics.

Nevertheless, Dr. Moton never allowed criticism of himself to interfere with his direction of the institution, and, until he suffered in his health a few years ago, pushed forward with great energy the expansion of the institution's general program.

YOUNG MAN WILL STEP ASIDE FOR

Retirement In May At Age of 67 Is His Plan

BOARD CITES REGRET

Present Health Factor In Decision; In Harness 45 Yrs.

(Special to Journal and Guide)

NEW YORK—Dr. Robert Russa Moton is to retire on May 31, 1935, as president of Tuskegee Institute in Alabama.

The internationally famous leader will be 67 years of age and will have rounded out 45 years of working for the education and advancement of his race and country. He announced his forthcoming retirement here Saturday, after submitting his resignation to the board of trustees on Friday.

Dr. Moton said that since he is already two years over the age limit he feels his retirement will be for the good of the institute, and he will insist on the acceptance of his resignation. Another factor he said was his health, which has not been very good lately.

Dr. William J. Shieffelin, chairman of the trustee board, announced that the board took no final action on the resignation, except "to receive it with regret and unanimous expression of reluctance to concur in his decision. . . . Whatever its final action, the board will count upon Dr. Moton's continued identification with the interests of Tuskegee. . . ."

Letter of Resignation

In his letter of resignation, made public through the Associated Negro Press, Dr. Moton made it clear that he does not intend to give up all relationship with Tuskegee interest, but hopes to relieve himself of the strain of official responsibility so that he may accomplish some other objectives.

One of these objectives is the writing of a book, "The Spiritual Contribution of Booker T. Washington to America and the World."

Dr. Moton's complete letter to Dr. Shieffelin, trustee boar chairman, follows:

Text of Dr. Moton's Letter

"After long and careful deliberation, I take this opportunity to request the board to approve my retirement from the presidency of Tuskegee Institute, to become effective at the close of the current academic year.

"At that time I will have completed forty-five years of service in public life, all of them in educational work, of which twenty-five were spent at Hampton Institute and nineteen at Tuskegee.

"I have already passed more than two years beyond the official limit for retirement set by the board for all workers at the institute. I am no longer a young man and am convinced that the best interests of the Institute will be served by my retirement at the time indicated.

"In making this decision, I do not mean to divorce myself entirely from the interests to which I have given practically my whole life, but I believe that I can better serve Tuskegee and the cause for which it stands by spending my remaining years in an atmosphere removed from the pressure of official responsibility and giving myself to the accomplishment of a few cherished objectives which I hope to make my final contribution to the cause which is dear to us all."

Trustees Express Regret

The text of the statement issued on behalf of the trustees by Dr. Schieffelin follows:

"The board of trustees of Tuskegee Institute, at its annual meeting today (Oct. 26) in the board room of the Chase National Bank, received with regret the announcement by Dr. Robert R. Moton of his decision to retire from the presidency of the famous institution founded by Booker T. Washington and to which he was called in 1915.

"The board took no action on the matter at this meeting beyond the unanimous expression of reluctance to concur in his decision, but the insistence of Dr. Moton and just appreciation of his long years of effective and devoted public service not only in the cause of education but in many other fields affecting the welfare and progress of our country, impels us to give his announcement the most earnest consideration.

"Whatever its final action, the board will count upon Dr. Moton's continued identification with the interests of Tuskegee Institute and the advancement of the Negro race in general in whatever ways shall be congenial to him and prolong his usefulness to his people and our country."

MOTON QUITS AS PRESIDENT OF TUSKEEGEE

Dr. Imes and Hiningburg Looms as Successor

Bruce is Out

New York—(ANP)—Dr. Robert R. Moton resigned as president of Tuskegee Institute late Friday afternoon at a meeting of the board of trustees being held in this city.

Although there have been recurrent rumors throughout the past year that Dr. Moton planned to give up his work at the famous institution those reports had been insistently denied and his sudden tender of resignation came as a distinct surprise to even most of his intimate friends.

After the meeting of the board of trustees last August the rumorsmiths became busy and stories were circulated that Dr. Moton had retired. Denials were issued from Tuskegee at that time.

Bruce Involved

Added currency was given to the stories by the published reports of the alleged efforts of Roscoe Bruce, resident manager of the Dunbar apartments, this city, to obtain the position as Tuskegee's leader.

It was stated that Mr. Bruce had laid his claims before a large number of his Harvard friends and that he had sought to "line up" certain Tuskeee trustees in his behalf. Heh ad also written to Dr. Moton for his endorsement as his successor.

However, Mr. Bruce denied that there had been anything unseemly in his activities or that they were inspired as parents of any wishes on his part. He claimed that certain influences at Tuskegee sought to embarrass him.

Successor Suggested

At the same time other persons at Tuskeee were mentioned as desirous of promotion to the presidency in the event of the retirement of Dr. Moton. Among names used at the time were those of Dr. G. Lake Imos, assistant to the principal, and Alphonse Honingburg, one of the academic grads.

Dr. Moton, a Hampton graduate,, succeeded to the presidency of Tuskegee institute upon the death of Dr. Booker T. Washington in 1915.

Under his leadership the work of the institution was organized and its financial position greatly improved.

In addition to his work as head of the school, Dr. Moton succeeded in other ways to leadership once exercised by Dr. Washinton.

His advice was sought on diverse matters affecting the Negro and he became the confidante of successive presidents of the United States.

Had Troubles

Not always, however, has his work at Tuskeee run smoothly. It had been the hope of some persons at Tuskegee that Dr. Washington's successor would have been Dr. Emmett J. Scottly iniquitous sort of internal poli-pushed forward with great energy the expansion of the institution's general program.

Nevertheless, Dr. Moton never allowed criticism of himself to interfere with his direction of the institution, and until he suffered in his health a few years ago, pushed forward with great energy the expansion of the institution's general program.

Education – 1934.

Tuskegee Institute, Comments on.

Speculation Is Rife in New York College Circles

Afro-American

Many Names Mentioned to Dr. Moton.

11-24-34

YOUTH VS. AGE IS SUBJECT OF DEBATE

Baltimore Md.

Pros and Cons for All Likely Candidates Aired

By G. JAMES FLEMING
(Exclusively to the AFRO)

NEW YORK—Picking the new principal of Tuskegee Institute is the major pastime among college men and women (and non-collegians, too) these days—ever since four weeks ago when Dr. R. R. Moton announced that he would retire next May, at the end of the present school year.

In letters, at football games, at cocktail parties, and at everything else, "Who will be the next principal of Tuskegee Institute?" is the one question that is sure to come up—and the answers are many.

Will the successor to Booker T. Washington and Dr. R. R. Moton be Channing Tobias or Roscoe Conklin Bruce, or G. Lake Imes? Will he be of the old or of the new school? Will he be a Hampton or a Tuskegee graduate? Will he be an older or a younger man? And ad infinitum.

Among a number of people of many cities and of varied interests questioned by the AFRO, some believe a Moton-groomed son of Tuskegee will get the job; Tuskegeeans are sure they do not want another Hampton graduate; others do not favor the Y.M.C.A.-preacher type; still others are hoping for a young man of promise who will be given the reins in similar manner as 29 year-old Maynard Hutchins was made president of the great University of Chicago, and an ever-recurring minority "would not be

named to this position which has always been filled by an educator of color.

To many people, the Tuskegee executive's role **as educator** is not considered half as important as the extra-curricular role he must play as "advisor to presidents," "spokesman of the race," and "interracial ambassador of goodwill."

Eight men are most frequently mentioned as among the first line possible choices—possible from the point of view of their suitability to carry on the Tuskegee tradition and to fit into the Tuskegee pattern. The eight men are:

ALPHONSE HENINBURG, head of the academic department, Tuskegee Institute.

CHARLES S. JOHNSON, head of the department of social sciences, Fisk University.

CHANNING H. TOBIAS, senior secretary of Colored Work Department, Y.M.C.A.

JOHN M. GANDY, president of Virginia State College.

HARPER COUNCIL TRENHOLM, president of Alabama State Normal School.

BENJAMIN HUBERT, president of Georgia State College.

BENJAMIN BRAWLEY, head of the English department, Howard University.

DAVID D. JONES, president of Bennett College for Women.

JOHN W. DAVIS, president of West Virginia State College.

Bringing up the second line are two young men, an older man, and a young white interracialist. The men of color in this group are preferred above the eight men aforementioned, but their nominators do not believe that they are the type "easily acceptable" to the Tuskegee board of trustees or to the rank and file of white Alabama. In this group are:

WILLIAM H. HASTIE, of the legal staff of the U.S. Department of the Interior.

RALPH BUNCHE, head of the department of political science, Howard University.

JAMES WELDON JOHNSON, who, although late in years, was mentioned frequently by those who see his achievements and reputation as assets to the new Tuskegee.

Included also in this group is:

CLARKE FOREMAN ("or another white man of this type"), until recently advisor on the Negro to the U.S. Department of the Interior.

Dr. Charles S. Johnson

Dr. Charles S. Johnson is numbered among that group of educators and scientists whose work is on a par with the best of its field. He is a native of Bristol, Va.; is 41 years old and holds degrees from Virginia Union University, Richmond, and the doctorate from the University of Chicago.

He was director of research and investigations of the Chicago Urban League, 1919-20; editor of Opportunity magazine, 1923-28; American member of the International Commission of Inquiry to Liberia, 1930; author of sociological studies of nearly a score of industrial cities in the United States, and author of "The Negro in American Civilization" and "Shadow of the Plantations," and recently elected the first colored member of the board of trustees of the Rosenwald Foundation.

Dr. Johnson is, first of all, a scholarly investigator; he is a convincing speaker, but not eloquent, and he is no pussyfooter on principles.

Some of those who offered his name at once expressed regret because they felt that Tuskegee would be a stultifying burden on one who has become accustomed to the impartiality and freedom of a laboratory. Others point out, however, that Dr. Johnson knows the philanthropic powers that be inside out, from both his Urban League and educational contacts.

Persons who expected Dr. Johnson to get the Spingarn Medal last year claim that he was not selected for that honor because the hands pulling the wires did not want him to get resulting widespread publicity, just at the time when it would have boosted him for the Tuskegee principalship.

Alphonse Heninburg

Mr. Heninburg, still in his thirties, is tagged as being the "favorite son of Tuskegee," whom Dr. Moton would like to see get places—even up to the principalship. As student at Grinnell College, Iowa, he was elected to Phi Beta Kappa, and since has studied and won certificates and honors from the Sorbonne, France.

Mr. Heninburg, who was official interpreter with the Hoover Educational Commission to Haitiversity of Chicago, earning his speaks French fluently and is credited with having built up commendably the romance language department of his alma mater.

Tobias Still in the Running

Among those frequently mentioned for the post, long before Dr. Moton announced his retirement, were Dr. Channing H. Tobias, G. Lake Imes and Roscoe C. Bruce, manager of the Dunbar Apartments (Rockefeller project), New York. This latest survey shows Dr. Tobias still much in the running, but Mr. Bruce and Mr. Imes are mentioned only in explaining that they are not the men for the position.

Dr. Tobias was born in Augusta, Ga., fifty-two years ago, and was graduated from Paine College in his home city in 1902, with the A.B. degree. Three years later he earned the doctor of divinity degree from Drew Theological Seminary and became a teacher at Payne, later studying at the University of Pennsylvania.

Dr. Tobias is best known as secretary of student work and later senior secretary of the Colored Work Department of the Y.M.C.A. He has traveled much, is a member of the Commission on Interracial Cooperation and the Federal Council of Churches, and was winner of the Harmon Award in 1928.

In the last two or three years he has surprised even his friends with a new liberal slant in talking about the Scottsboro case, the International Labor Defense and the problems of colored folk in general, which make one to wonder if he has not undermined his chances for the big Tuskegee office.

John M. Gandy

Dr. John M. Gandy is the president of Virginia State College, Petersburg, and one of the leaders considered "safe" by white Virginia and the white South. He, too, has had Y.M.C.A. official connections and is one of the mainstays of the interracial movement.

He is 63 years old, according to "Who's Who in Colored America"; is a native of Starkville, Miss.; was educated at Jackson College, Oberlin University and Fisk, earning the master's degree from the latter institution. In addition, for fifteen summers he has attended Columbia University, keeping up with the fast-moving field of education.

He came to Virginia State in 1898 as professor of Latin and Greek, and became president in 1914. He is a member of the American Academy of Political Science and of the Conference of Land Grant Colleges, and a trustee of Virginia Union University and of Franklin Normal and Industrial Institute. In 1920, Morgan conferred the honorary degree of doctor of pedagogy on him. Dr. Gandy has made his institution an accredited one and has won from the Virginia Legislature, funds which have added tremendously to the physical plant.

H. C. Trenholm

Harper C. Trenholm is the baby of the lot. He is only 34 years old and became president of the Alabama State Normal School when he was just 25 years old. He studied at Morehouse and the University of Chicago, earning his master's degree from the latter institution in 1925.

He was the youngest member of his college class, a winner of scholarships three successive years, and sang and traveled with the Morehouse Glee Club. He has won praise for his development of the extension and summer departments of the normal school, and is rated as progressive.

His father was president of the normal school from 1920-25, when he died.

Jellico, Tenn., Advance-Sentinel
November 22, 1934

DR. MOTON RETIRES

Tuskegee Institute, famous Negro college in Alabama, has been fortunate in having for its first two presidents outstanding members of the race. Booker T. Washington founded the college and under his guidance it won a wide recognition. He was succeeded by Robert R. Moton, who, after nineteen years of service, is now retiring.

Both of these prominent Negro leaders labored intelligently to uplift their race and to create the proper cooperative attitude with mutual tolerance, between the two races in the South. As he retires from Tuskegee Dr. Moton says there is now "a more kindly feeling and justice for the negro" than ever before.

"It is not 100 percent perfect," he went on, "but neither is it in New York, or Boston or in other parts of the North. Lynchings are progressively decreasing. This may sound strange, but the worse they are, the more revolting and more abherrent they are, the better the results. They are shocking and then more sentiment is developed against them.

"I think the Negro is better off in the United States than in any other country of the world even Africa. The Negro enjoys a higher standard of living, of education, of culture, a higher standard of civilization in America than any where, and this in spite of prejudices and disadvantages."

Dr. Moton said he did not approve of segregation of the Negro, although he thought it "the best thing as a matter of expediency in many parts of the country." He felt, however, that if left alone the average Negro would go with his own people. With this "voluntary segregation," he said he could see no laws requiring segregation necessary.

A firm believer in the Old Testament, Dr. Moton said his philosophy for the last forty years had been "to teach men to live together." He praised the ideal of Booker T. Washington who, he said, "taught the Negro to respect the White man and the white man to consider the Negro."

Key West, Fla., Citizen
November 13, 1934

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Montgomery, Ala., Advertiser
Nov 15-1934

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Birmingham, Ala., News
November 16, 1934

THE WASHINGTON-MOTON TRADITION AND THE SUCCESSION

In a recent editorial comment on the announced intention of Dr. R. R. Moton to retire as principal of Tuskegee Institute, The Chicago Defender, a newspaper published by and for Negroes, strikes this surprising but refreshing note:

It is to be hoped for the sake of the institution, its purposes and objectives, that the trustees will make such selection as will be an assurance to those who contribute to the support of the institute and to those who seek for intelligence in the institution that the principles established by Booker Washington and sustained to the best of his ability by Dr. Moton will be carried on.

We say "surprising" for the reason that The Defender is commonly regarded as radical and is presumed to be out of sympathy with the more moderate point of view of those Negroes and whites who prefer the Washington and Moton tradition to any other in American Negro life.

The Defender strikes a timely note, and in the opinion of The Advertiser, speaks wisely. The Advertiser would not presume to advocate any one individual for the honor of guiding Tuskegee Institute. It has no candidate.

But The Advertiser does not hesitate to say that it trusts the board of trustees will be as wise in making its third choice of a principal as it was in making its first two choices. If the board should at last falter in its duty to the Negro in the South and put a radical Negro educator in the place of Dr. Moton, it might prove irretrievable.

The Washington-Moton tradition should dictate the succession. Some man whose professional equipment is beyond question, but whose temperament and background fit him especially for life in the Black Belt of the deep South, where the people he is called to train must live and seek adjustment, should be chosen as principal.

Tuskegee Institute is an admirable college. It was founded by the greatest Negro that ever lived. It would be an affront to his memory and a grievous injury to God's black chillen everywhere to put a man in Washington's and Moton's place whose point of view and methods would make enemies instead of friends for Negroes.—Montgomery Advertiser.

TUSKEGEE DEAN OF MEN WILL ADDRESS CLUB

HOUSTON—The Tuskegee football team, which will play Prairie View's team here, January 1, will arrive in the city Monday, December 31. The team will be accompanied on the trip by Captain Neely, dean of men, and other officials of the school. On Monday night, the 31st, Captain Neely will give a report on the activities of the school at the meeting of the Tuskegee alumni in the assembly room of the Odd Fellows' temple. All graduates and ex-students of the school, and any others who might be interested are invited to meet with the club on this occasion.

Macon, Ga., Telegraph
December 21, 1934

NOMINATING TUSKEGEE'S HEAD

To the Editor of The Telegraph:

I noticed from the various publications that Dr. R. R. Moton has resigned as president of Tuskegee Institute and Dr. A. Peck of Detroit, Mich., is being discussed as his successor.

I feel that Dr. B. F Hubert, A. B., A. M. PH. D., president of Georgia State Industrial College, Savannah, Ga., would be the right man for the president. First, Tuskegee Institute is an Industrial Institution. It needs a man of that type. Dr. Hubert was head of the agriculture department when elected to Georgia State College. He is one of the most outstanding men of his race and he has put Georgia State College on the map as one of the leading colleges of the United States.

Dr. Hubert is the founder and owner of the Log Cabin Community Center, Hancock county, Sparta, Ga. That is the first and only one of its kind in the South; also operated a creditable summer school there every summer.

When Booker T. Washington died, they went back to the school where he came from (Hampton Institute) to get a man to fill his place. Since Dr. Hubert was head of the agricultural department of Tuskegee Institute, and Dr. Moton is coming down, why not get Dr. Hubert for the president of the school.

Tuskegee Institute is in the Southern states, and it needs a Southern man for its leader. The Northern people are far different from the Southern people; that means that if Tuskegee gets a Northern man the school would have to be re-arranged. Since Dr. Hubert is a Georgia man, born and reared in Georgia, that would mean the right man in the right place.

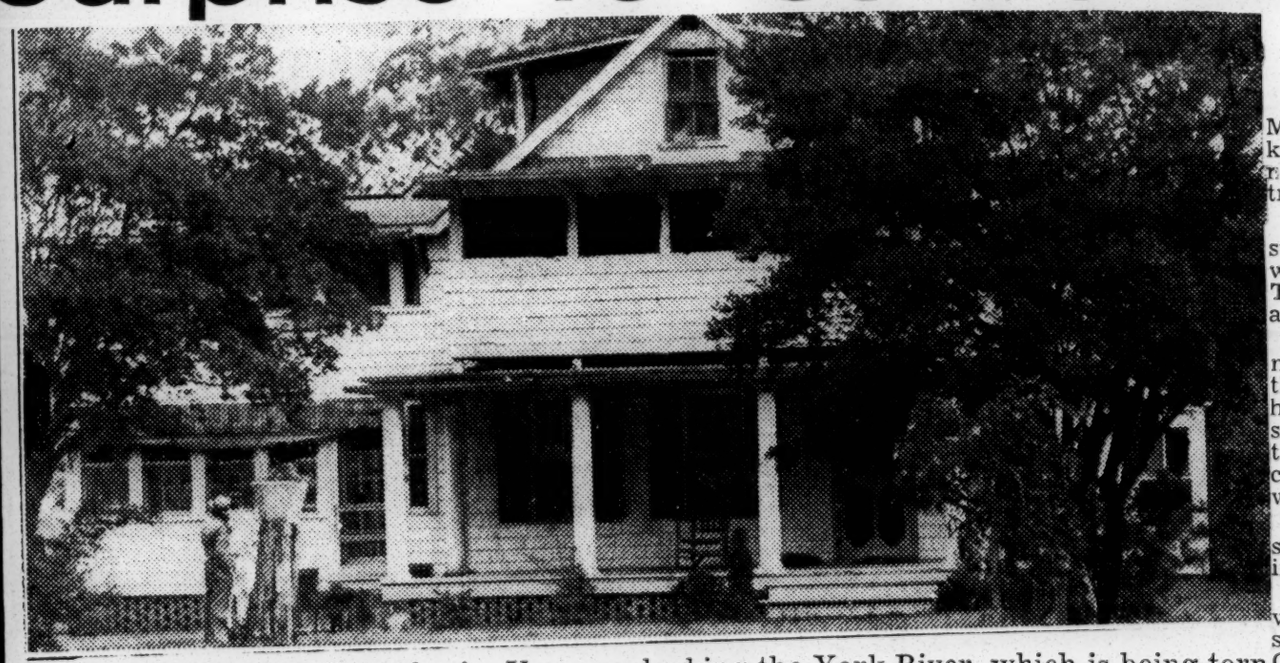
H. J. KENKINS,
Principal of the Eatonton High School (Colored.)

(Whole Sheet from Afro-American 11-3-34)

Education - 1934

Tuskegee Institute, Comments on.

Moton's Resignation Complete Surprise to Co-workers



Villa Moton, at Cappahosic, Va., overlooking the York River, which is being torn down to make way for a brick structure. Dr. Moton will live here in retirement.



Major Moton as commandant of cadets at Hampton Institute in 1913.



Robert R. Moton © A.N.P.

Photo made some fifteen years ago when Dr. Moton began his work as principal of Tuskegee.

Tuskegee Head Gives Reason as Poor Health

Dr. Moton Succeeded the Late Booker T. Washington 19 Years Ago.

TOBIAS, BRUCE, IMES PROBABLE SUCCESSORS

Rumors of His Resignation Rampant for a Year.

NEW YORK—Dr. Robert Russa Moton resigned as principal of Tuskegee Institute last Friday afternoon at a meeting of the board of trustees held here.

The sudden resignation was no surprise to those in close contact with the school founded by Booker T. Washington fifty-three years ago.

Even before the recurrent rumors throughout the past year that Dr. Moton planned to give up his work at Tuskegee, certain persons had laid wagers that before the end of 1934 there would be a change in the administration which would bring a new president.

Exactly four officials of the school have acted as president during the past two years. They were:

The late Russell C. Atkins, who was fatally shot by J. D. Thompson on July 1, 1933; Charles H. Gibson, retired chief accountant; Dr. Fred D. Patterson, head of the department of agriculture, and Alvin J. Neely, registrar and member of the institute's quartet.

Dr. Moton was away from Tuskegee the greater part of last term. He returned to the school for the annual farmers' conference in December. He left during the Christmas holidays and came back again for the Founder's Day exercises in April.

During the time he was away with William H. Carter, treasurer holding the purse strings, the famous institution was headed up by the Messrs. Gibson, Patterson and Neely.

Those close to the school, noting conflicts growing out of the change of heads during the principal's absence, predicted a change many months ago. Last June, officials close to Dr. Moton told the AFRO "If Dr. Moton knew what activity was going on here he would resign at once." Visitors commented upon the lack of warmth with which Tuskegee teachers and department heads spoke of their chief. They perceived that Dr. Moton was more affectionately received outside Tuskegee than on the campus, and that many old Tuskegeeites had never gotten used to his standing in Booker T. Washington's shoes.

The return to the school of Albon L. Holsey, former secretary to the principal, in July, to assume direction of the campaign department, added impetus to the rumors that Dr. Moton had resigned at the close of the last school term.

The successor to Booker T. Washington, however, gave no intimation of his intention when he left the institute for Cappahosic, Va., his summer home.

R. R. Moton, a Hampton graduate, succeeded to the principalship of Tuskegee Institute upon the death of Booker T. Washington in 1915.

Under his leadership the school has grown to be the largest plant controlled and staffed by colored persons in the world.

He followed closely the policies instituted by the founder. His technique in handling matters involving white and colored persons in the South were identical with those of Dr. Washington. He ever sought to avoid friction and encourage toleration and friendship between the two races.

Advised Presidents

Dr. Moton has been the adviser to five Presidents and has served on several government commissions. His retirement will mark the completion of forty-five years of service in educational work, twenty-five of which were spent at Hampton Institute and nearly twenty at Tuskegee.

"I have already passed more than two years beyond the official limit for retirement set by the board for all workers at the institute," declared Dr. Moton following announcement of his resignation. "I am no longer a young man and am convinced that the best interests of Tuskegee will be served by my retirement." He stated that his health had not been good for nine months.

Mother Still Living

Dr. Moton was born in Amelia County, Va., and his mother, 84, is still living. He has two sons, one a student at Tuskegee and the other a student at the Massachusetts Conservatory of Music; three daughters, one a teacher of music at Tuskegee, another a teacher at Hampton, and the youngest a high school student. His wife is a graduate of Hampton, where she taught after completing her course.

In a statement issued by W. J. Schieffelin, chairman of the board of trustees, Dr. Moton was praised for his "long years of effective and devoted public service."

Moton Resignation Total Surprise to Tuskegee Inst.

Afro-American, Balto., Md., 11-3-34

By RALPH MATTHEWS
AFRO Staff Correspondent

TUSKEGEE, Ala. (By Wire)—The resignation of Dr. R. R. Moton, principal of Tuskegee Institute, came as a complete surprise to the institute at this time.

C. H. Gibson, connected with the school for thirty-seven years, is acting principal assisted by an executive committee composed of Colonel B. O. Davis, and William H. Carter, treasurer.

Dr. Moton is now at Cappahosic and is not expected here for sometime. He checked out of the Hotel McAlpin in New York Sunday night.

Dr. G. Lake Imes is at the bedside of his wife who is critically ill.

Opinion here is certain that no one here will succeed Dr. Moton, and he has not divulged his choice for a successor.

There is no official office of vice-principal.

The job has been an appointment of Dr. Moton.

Neither Dr. R. R. Taylor nor R. C. Atkins were officially recognized by the board. A move is on foot here to persuade Dr. Moton to reconsider relinquishing his office in May and to keep the reins until a new prexy has had a year of adjustment.

Sentiment on the campus is to the effect that Dr. Channing Tobias of New York will be the new president here.

Action Delayed

Referring to his resignation the statement said:

"The board took no action on the matter at this meeting beyond the unanimous expression of reluctance to concur in his decision, but the insistence of Dr. Moton and a just appreciation of his long years of effective and devoted public service, not only in the cause of education, but in many other fields affecting the progress and welfare of our country, impels us to give his announcement the most earnest consideration.

"Whatever its final action, the board will count upon Dr. Moton's continued identification with the interests of Tuskegee Institute and the advancement of the colored race in general in whatever ways shall be congenial to him and prolong his usefulness to his people and our country."

The names of Dr. Channing Tobias, executive Y secretary; G. Lake Imes, secretary of Tuskegee Institute, and Roscoe Bruce, resident manager of the Dunbar Apartments in New York, and at one time on the teaching staq at Tuskegee, have been mentioned as possible successors to Dr. Moton.

By RALPH MATTHEWS
AFRO Staff Correspondent

TUSKEGEE, Ala. (By Wire)—The successor to Dr. R. R. Moton will be selected more for his vision and concepts of the principles to which Tuskegee is dedicated than for his qualities as an educational administrator, Dr. G. Lake Imes, secretary of the institution, declared Tuesday.

No name of a likely successor has been considered by the board to date, and Dr. Moton is quoted as saying that he knows at least ten men who could fill the bill.

Neither the names of Roscoe K. Bruce, Dr. Channing Tobias nor Dr. Imes, himself, have been taken under advisement, in spite of rumors.

No Radical Changes Expected

No apprehension is felt here that a change in administration will result in radical changes in personnel. Tuskegee's organization is such that an ax wielding prexy would doom himself to immediate failure.

Any radical changes in policy, either educational or sociological, would also be fraught with dangerous consequences, in the opinion of Dr. Imes.

The alumni association is holding a meeting this week to consider several names, one of which will be submitted to the board as the choice of the local chapter of that body.

Besides the three names already mentioned, the list includes that of Dr. Emmett J. Scott of Howard; Isaac Fisher, Y.M.C.A. director of Hampton Institute; B. F. Hubert, president of Georgia State College.

Will Hardly Pick Scott

The action of Dr. Moton will not affect the financial support of the institution as all foundations are pledged to continuance of aid. It is conceded that Dr. Moton's personal choice will have considerable weight in the decision. Therefore, Dr. Scott's chances are reduced because of differences with Dr. Moton at the outset of his administration which were never patched up.

It is believed that Dr. Tobias's action against Jim Crow restaurants in New York will react against him locally, as it is indicative of a spirit not wanted in Alabama.

Moton Builds New Home

Dr. Moton will make his home at Cappahosic and is building a new residence there. Contrary to reports, the murders of two years ago had nothing to do with Dr. Moton's actions. All three crimes are cleared up to the complete satisfaction of school and state authorities.

The murders of Miss Booth, Mrs. Howard and Prof. Atkins have been laid to J. D. Thompson, who is now confined in the Mt. Vernon Asylum for the Insane. He will be tried on all three cases should he regain his sanity.

The condition of Mrs. Imes is critical, with nurses and family at her bedside.

Highlights of Dr. Moton's Career as President of Tuskegee Institute

Afro-American, Balto., Md., 11-3-34

(From the Files of the AFRO)

By unanimous vote of a special trustee committee, Major R. R. Moton, commandant of cadets at Hampton Institute, was chosen principal of Tuskegee in January 1916.

1917-18—Dr. Moton sponsored the 92nd Division and the officers training camp at Fort Des Moines. He was sent to the World War front by President Wilson to investigate morale of the troops.

The Veterans' Hospital Episode

1924—Speaking in the National Business League, Dr. Moton told how white Tuskegeeans, including a member of the legislature, threatened him with death and Tuskegee with bombs unless he signed a petition for a white staff of doctors and nurses at Tuskegee Veterans' Hospital.

Without denying Dr. Moton's story, National Medical Association officials issued a statement declaring that Dr. Moton favored a white staff for the Veterans' Hospital at a meeting attended by Ku Klux, twenty whites, a state senator and ten members of Tuskegee staff.

Dr. W. A. Kenney, head of Tuskegee's own hospital, was the only person to declare himself for a colored head of the hospital, the statement said, and for this whites compelled him to flee for his life. He settled in New Jersey.

'Round the World

In 1926-27, Dr. Moton made his round-the-world trip for his health.

Oberlin College, Williams, Virginia Union and Wilberforce granted him LL.D. degrees; Lincoln (Pa.) University awarded him a Lit.D.

Moton Votes Democratic

Dr. Moton announced that he had voted the Democratic ticket from governor down in the 1928 election.

Senator Black (Dem., Ala.) called attention to it in the U.S. Senate. Senator Shortridge (Rep. Cal.) rejoined that even Dr. Moton was barred from the Democratic primary and could only vote in the general election.

Harvard Awards A.M.

In June, 1929, Harvard University conferred upon Dr. Moton the honorary A.M. degree. In thirteen years at Tuskegee, he had increased the endowment from $1,800,0000 to $9,000,000, and added a million dollars' worth of buildings on the institute's campus.

Given Harmon Medal

In April, 1930, Dr. Moton was awarded the Harmon gold medal and $1,000 for his work in improving interracial conditions in America.

Rebuke to Jan Smuts

In March, 1930, Dr. Moton stood up in New York quietly to rebuke General Jan Smuts, former South African premier, who had just made his sensational "jackass" speech.

In March, 1930, Dr. Moton's mother, Mrs. Emily Moton Jeter, of Philadelphia, aged 78, paid her first visit to Tuskegee to see the school of which her son was principal.

First Retirement Rumor

August, 1931—Rumors of retirement of Dr. Morton as Tuskegee head. Reports said he favored Channing Tobias, New York, national Y.M.C.A. secretary, as his successor, and that a proven executive was preferable to an educator.

Spingarn Medal Awarded

In March, 1932, the N.A.A.C.P. awarded Dr. Moton the Spingarn medal for his achievement in securing a colored personnel at the Veterans' Hospital at Tuskegee, etc.

Positions Held

Dr. Moton is a member of the Southern Commission on Interracial Cooperation, national committee, Y.M.C.A.; trustee of Hampton, Tuskegee and Fisk, trustee of Phelps Stokes Fund, vice-chairman of the national Urban League, president of the National Negro Business League.

In 1927 he was chairman of Hoover's Mississippi Flood Commission, and later of Hoover's Commission on Education in Haiai.

Education-1934 II (Whole Sheet, Afro-American, 11-3-34.)

Tuskegee Institute, Comments on.



MRS. EMILY MOTON JETER,
84, Dr. Moton's mother, who will probably welcome her son's retirement because it means that she will see a little more of him.



Dr. Moton sitting in his boat at Cappahosic, Va., on the York River, ready to start out on a day's fishing.

Carthage, N. C., News
November 8, 1934

Dr. Moton, Notable Negro, Retires From Active Work

Dr. R. H. Moton, a pure blooded negro born in Virginia, has resigned the presidency of Tuskegee Institute, that famous educational institution for negroes built up in Alabama by the late Booker T. Washington, a man of mixed blood, very noted in his day for several things. One of these was the fact that he dined with President Theodore Roosevelt at the White House and created a considerable furor thereby.

Dr. Moton, who taught under Washington, is a very able man, one who would be notable no matter what race he belonged to. He succeeded Washington as president of Tuskegee nineteen years ago and now retires because of his age—68—and the desire to devote himself to quieter and less strenuous work. "I am no longer a young man," he said, and am convinced that the best interest of Tuskegee will be served by my retirement."

Dr. Moton has followed the broad lines laid down by Booker Washington—that the best place for the negro is in the south and that his field is not as lawyers and doctors and agitators, but as honest workmen educated to do good work and willing to stand in his place in relation to the white people, in co-operation and mutual respect, not in friction and antagonism. For this policy Washington was assaulted in his day by the firebrand negroes and white agitators, and Moton has been. But both saw clearly what the situation demanded and held to their course.

During the period of his career as an educator the feeling in the south toward the negro, Dr. Moton said, had changed more than he had thought it possible. He said there was now "a more kindly feeling and justice for the negro" than ever before.

"It is not 100 per cent perfect," he went on, "but neither is it in New York, or Boston or in other parts of the north. Lynchings are progressively decreasing. This may sound strange, but the worse they are, the more revolting and the more abhorrent they are, the better the results. They are shocking and then more sentiment is developed against them.

"I think the negro is better off in the United States than in any other country of the world, even Africa. The negro enjoys a higher standard of living, of education, of culture, a higher standard of civilization in America than any where, his in spite of prejudices and disadvantages."

Dr. Moton said he did not approve of segregation of the ro, although he thought it "the best thing as a matter of xpediency in many parts of the country." He felt, however, that if left alone the average negro would go with his own people. With this "voluntary segregation," he sa d he could see no ' ws requiring segregation necessary.

A m believer in the Old Testament, Dr. Moton said his philosophy for the last forty years had been "to teach men to live together." He praised the idea lof Booker T. Washington who, he said, "taught the negro to respect the white man and the white man to consider the negro"

The New Deal, Dr. Moton felt, had not been as considerate of the negro as he had wished, but he declared "a 100 per cent endorsement" of President Roosevelt, believeing that the President was doing everything in his power for the good of the country.

"I think highly of Mr. Roosevelt and of Mrs. Roosevelt," he said. "He is doing as much as any human being could do under the circumstances, and I am an independent Republican. I love Mr. Hoover, but I am glad he wasn't re-elected."

R. F BEASLEY.

Education - 1934

Vocational Training.

VOCATIONALSCHOOLAID IS APPROVED BY HOUSE

WASHINGTON, April 26.—(AP)—The house today passed and sent to the senate the Ellzey bill, extending vocational education aid for three years and providing appropriations of $3,000,000 for each year to be matched with state funds.

By the strategy of Representative Rankin, Democrat, Mississippi, efforts of Representative DePriest, republican, Illinois, only negro member of congress, to force a roll call on recommitting the bill to the committee were defeated.

DePriest sought to have the bill amended to provide for equal division of the funds between white and negro schools in states which have separate schools for negroes.

June 8, 1934

JOBLESS TUTORS TO BE PROVIDED NEW INSTRUCTION

Courses On Teaching Industrial Workers To Be Given Under Federal Program

(By The Associated Press)

WASHINGTON, June 7.—Unemployed teachers in many states soon will attend federally-financed classes to learn how to teach industrial workers more about their jobs and their other everyday problems.

Harry L. Hopkins, federal relief administrator, said today that Georgia, Iowa, Pennsylvania, Tennessee, Illinois, Wisconsin, North Carolina and California had been allotted $5,600 each for such short-course institutes.

The first training center will be opened at Atlanta university, Atlanta, Ga., on Saturday with 30 unemployed negro teachers starting a six weeks' course. They will be from Georgia, Alabama, Mississippi Louisiana, Texas, Florida, Tennessee, North Carolina, South Carolina, Maryland, Virginia and Kentucky.

Opening dates, locations and areas to be served by the other institutes include:

July 16—University of Tennessee—for Tennessee, Kentucky, Georgia and Alabama.

Dandridge, Tenn., Banner
April 26, 1934

OPPORTUNITY SCHOOL AT DANDRIDGE CLOSES

The Dandridge Colored Emergency School, Riverside View, closed April 20th. It was taught by Prof. R. A. Snapp, with an enrollment of 28. Leisure is appreciated most when it is earned by hard work. Real human development comes because of the planning done in leisure. No one stands still. We, as a class, wish to thank those who made its instruction interesting and satisfactory.

Class motto: "Look up, not down".

—Committee.

SPECIAL SCHOOL AT ATLANTA ENDS FIRST SIX WEEKS

ATLANTA, Ga., July 26—Sixty-two Negro Emergency Relief Case workers from Georgia, Alabama, Florida, Mississippi, Tennessee, Virginia, Arkansas and Louisiana are nearing the end of six weeks' classroom work at the Atlanta School of Social Work. On July 31 they will be ready to start an intensive six weeks' period of practical field work under the direction of the faculty, augmented by several outstanding field work supervisors.

The students were sent to the special training school by the Relief Administration of their respective States, and are so enthusiastic about their work that a number of them have petitioned their State leaders to allow them to stay for the next period.

Under the plan, as outlined by Harry Hopkins, National Administrator of the FERA, the States are sending their employed relief workers to schools of social work in all sections of the country. The workers will study and work for three months until they have ultimately received their diplomas from the two year courses of an approved school of social work. They are being trained to carry out the Federal program which the government has planned to cover a number of years to come.